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ABSTRACT

The Migrant Education Region 1 of the Santa Clara County Office of Education organized a project to examine the conditions of 1454 migrant students in a sample of northern California schools. The project had two primary components: (1) the collection and analysis of information about migrant students, their family and school situations, and their schools' migrant education programs in order to identify the primary factors contributing to high dropout rates; and (2) the examination of the identified factors in order to suggest strategies to ameliorate the problems faced by migrant students. A causal model of the dropout process that identified the interrelationships existing among the characteristics of dropouts was developed. The underlying assumption of this model is that student performance on measures such as test scores, grade point average, absence rate, and discipline problems is strongly related to whether or not a student will drop out of school. The findings of the project strongly suggest that the number of migrant students graduating from high school is positively associated with the following factors: student participation in extracurricular activities; affective student measures (such as positive student attitudes toward education and locus of control); bilingual instruction; Hispanic staff; and parental support for education and home-school relations. The educational prospects for migrant students could be improved by undertaking such strategies as increasing parental involvement, improving staff training, setting up a student monitoring system, providing counseling, tutoring, and homework assistance, and encouraging extracurricular activities. Appendices include copies of the student data sheets, the school climate survey, and the elementary school survey. This report includes 16 references. (ALL)

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MIGRANT EDUCATION DROPOUT PREVENTION PROJECT

FINAL REPORT

Prepared by

Center for Educational Planning
Santa Clara County Office of Education

for

Migrant Education Region 1
Santa Clara County Office of Education

October 1989

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Prepared by

Center for Educational Planning
Santa Clara County Office of Education
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"Serving People"

INTRODUCTION

The magnitude of the nation's dropout problem has been of great concern to almost everyone interested in education. Although obtaining a precise figure for the dropout rate is difficult because of a lack of a uniform system for defining and reporting dropouts, available evidence suggests that approximately one quarter of all students fail to graduate from high school. The dropout issue, viewed as a serious educational and social problem, has sparked much interest and research. Typically, most of the research conducted in this area has begun by looking at the characteristics of those students who drop out. As a result, there is a good deal known about who drops out of school. The more frequently cited characteristics of students 'at-risk' for leaving school early include low socio-economic status, race/ethnic minority status, high degree of mobility, and inadequate English language proficiency.

Migrant students (those students who are children of migrant workers) exhibit many of the same characteristics as other high risk youth. However, these "high-risk" characteristics are present in a greater number of migrant students and exist to a greater degree. The vast majority of migrant students in California are distinguished by low socio-economic status, Hispanic heritage, high levels of mobility, and low levels of skill in the English language. Moreover, migrant students suffer economic, cultural, and social discrimination due to these factors. As Serrano and Anderson (1983) state, "Without question, migrant children are the most 'educationally-at-risk' group of students in our nation's schools."

This fact was acknowledged with the establishment of the Migrant Education Program through the Elementary and Secondary Education Act of 1965, Title 1. In California, a Master Plan for Migrant Education was implemented in 1976 to meet the requirements set forth by California State Legislature regulations. The intent of the regulations was to establish a system of supplementary educational and health services to children of migrant workers. Although efforts have been made to address the needs of migrant students, there has been very little documentation of the effect these services have had in keeping students in school.

The problems that exist in identifying and defining dropouts in the general school setting apply to identifying and defining migrant student dropouts. Moreover, the statistics on migrant students tend to be more elusive. For example, in a recent survey of state migrant education directors (Flores, 1986), over 80% indicated that there were no available data to calculate

the dropout rate for migrant students. The remaining state directors reported dropout rates that ranged from 1% to 95%. Other investigators, however, estimate that between 75% and 90% of the nation's migrant students do not earn high school diplomas. With numbers of such large size being reported, it is disconcerting to realize that very little effort has been concentrated on understanding the problems of migrant students and how these problems affect the decision of the migrant student to drop out of school.

Recognizing the need for further investigations of migrant student problems, Migrant Education Region 1, of the Santa Clara County Office of Education took the lead in organizing a project to examine the current conditions facing migrant students at a sample of northern California elementary and secondary schools. The Center for Educational Planning, of the Santa Clara County Office of Education, was contracted to conduct the study.

The project had two primary components. The first phase involved the collection and analysis of information about migrant students, their family/school situations, and their schools' migrant education programs, in order to identify the primary factors contributing to high dropout rates among migrant students. Additionally, the establishment of this data base will assist in tracking migrant students as they progress through the educational system. The results of this component are reported in Study 1.

The second primary component involved the examination of the factors identified in Study 1 in order to suggest strategies to ameliorate the problems faced by migrant students. Included in this examination was an investigation of the differential effects of these factors on migrant and non-migrant students as well as a look at the effects of the schools' academic programs on student affective and academic characteristics. The results from this component are reported in Study 2.

STUDY 1

METHODOLOGY

Dropping out is not just a high school problem. Although the actual dropping out behavior may not be manifested until high school, the causes of dropping out are developed much earlier. When potential dropouts reach high school, they are already overage, underachieving, and evincing

negative attitudes toward education. Therefore, it may be too late to wait until the high school years to begin attempts to ameliorate the dropout problem. It is reasonable to assume, then, that one key to the dropout problem would be the early identification of behaviors that are related to a student eventually dropping out. Thus, the decision was made to include all grade levels, from kindergarten to the high school senior class, in this study.

Data were collected on a sample of migrant students from Migrant Education Regions 1 and 11. Fifteen school sites from these two Migrant Education Regions participated in the data gathering phase of the project; seven elementary, four junior high, and four high schools. At these schools, information was collected on 1454 migrant students. Table 1 separates these 1454 students by gender and grade level.

Table 1: Numbers of migrant education students

GRADE LEVEL	FEMALE STUDENTS	MALE STUDENTS	ALL STUDENTS
K	46	50	96
1	57	51	108
2	44	56	100
3	46	54	100
4	61	64	125
5	56	76	132
6	52	59	111
7	70	74	144
8	75	70	145
9	75	60	135
10	47	55	102
11	49	45	94
12	33	29	62
All grades	711	743	1454

Four major categories of information were collected: student demographic information, school characteristics, student attitudes, and student performance measures. Data on the migrant students were gathered from a number of sources. Records kept at the schools and the Migrant Region offices provided much of the information. Appendix A is a copy of the data gathering instrument that was used to code information obtained from these sources.

Additional information was collected by surveying teachers, staff, and students. Instructional staff were surveyed for two types of information.

First, a questionnaire, developed specifically for this project and designed to obtain a measure of school climate, was administered to the the staff. This survey revealed the staff's opinions on school mission, school environment, instructional leadership, pupil expectations, curriculum and instruction, time on task, monitoring student progress, and home-school relations. Appendix B is a list of the questions that were contained in this survey. Second, at the elementary school level, teachers were asked to complete a brief questionnaire on each migrant student included in the study. The questions included in this questionnaire may be found in Appendix C.

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Surveys were also administered to many of the migrant students participating in the study, as well as to non-migrant students at the schools. These surveys were designed to assess the students' views on the fairness of school rules, teacher/student interactions, their affiliation with the school/community, school grading policies, homework, classroom disruptions, school safety, home/school relations, issues that compete with studying, academic performance, behavioral problems, and educational aspirations.

Additionally, questions adapted from Nowicki and Strickland (1973) provided a measure of locus of control for each student completing the

survey. Locus of control refers to the causes to which individuals attribute their success or failure. Internally oriented persons with respect to locus of control generally attribute their success or failure to their own ability or effort. Externally oriented persons with respect to locus of control generally attribute their success or failure to luck, task difficulty, or other outside forces. Locus of control has been linked to numerous measures of learning and academic success in previous research. In this study "external" locus of control is represented by low score, while "internal" locus of control is represented by a high score.

The questions included in the survey administered to migrant students is in Appendix D.

Finally, California Assessment Program (CAP) and California Basic Educational Data System (CBEDS) reports were examined to obtain additional information on the individual schools.

RESULTS AND DISCUSSION

The results in this report are based on two separate types of analysis. First, descriptive analyses were utilized to obtain a picture of the typical migrant student. Second, path analyses were used to focus on the relationships between student outcome measures and other student, family, and school variables. For the purposes of this project, the student outcome measures were factors that previous research has shown to be strong indicators of dropping out. These factors were chosen as proximal indices for dropping out behavior. Four factors were selected as indicators of dropping out in this study: scores on standardized tests; how well the student performed in school, as measured by grade point average; number of discipline problems; and absentee rate. Not only are these factors related to dropping out behavior, but they can also be considered results, or outcomes, of the school environment. The assumption was made that each of these outcome measures may be impacted, or affected, by other variables, whether they are school, student, or family variables. For example, it may be expected that a student's absentee rate is a product of a number of factors; including the student's attitude toward school, parental support for education, and the kinds of services offered by the school. Regression analyses were used to detail the relationships among the outcome measures and other student, family, or school variables.

For purposes of both types of analyses, students were aggregated into four major grade level groupings. Students in kindergarten through third grade

comprised the first grouping, fourth through sixth graders made up the second group, seventh and eighth grade students were in the third, and the fourth and final grouping contained ninth through twelfth grade students.

Because very little research on migrant students has been done, many of the results in this report are compared with prior research on Hispanic students. This would appear to be a reasonable approach, since over 99% of the migrant students in this study are Hispanic. However, the experiences associated with being a migrant student differentiate them from any other group. As was mentioned earlier, migrant students are considered by many to be the most "educationally at-risk" population in the nation's school systems.

Descriptive Analyses

Table 2 provides a descriptive look at the means and standard deviations of select variables. These variables were chosen because they constitute the outcome measures discussed earlier or because they represent another important predictor of dropping out behavior that has been identified by previous research.

Table 2: Means of selected variables by grade level

	K-3		4-6		7-8		9-12	
VARIABLE	MEAN	S.D.	MEAN	S.D.	MEAN	S.D.	MEAN	S.D.
Standardized test scores; national percentiles for:								
Reading	37.73	29.89	40.57	28.36	28.55	19.60	29.62	23.20
Language	30.45	26.63	46.64	30.55	35.38	24.30	31.75	23.21
Math	46.53	28.76	45.94	27.41	42.87	24.44	47.95	27.41
Grade point average	2.39	0.92	2.64	0.74	2.48	0.78	2.28	0.72
Absences, as a percent of days enrolled	4.90	6.80	4.20	5.50	5.10	7.50	8.90	11.10
Number of disciplinary actions	0.51	1.67	0.51	1.11	1.42	3.37	1.29	3.12
Number of years overage	0.41	0.58	0.64	0.69	0.62	0.67	0.32	0.67

A brief note regarding the use of national percentiles is in order at this point. Throughout this report, national percentiles (because they are easily understood as a measure of ability) are used in all tables and figures in the report when an ability measure (primarily reading and math) is used, and when discussing student ability. It is recognized that there are statistical problems in using national percentiles in computations, since national percentiles are not linear transformations of raw test scores. On the other hand, there are difficulties in using raw test scores (or any linear transformation of raw scores) in computations since raw scores represent a simple number of correct responses on a test and are not a true measure of ability. Any interpretation of raw test data as a measure of ability is misleading. Therefore, although national percentiles are reported (for ease of understanding), the actual statistical analyses in this report, where measures of academic ability are included, were performed after converting national percentiles to standard scores.

Comparison across grade levels in Table 2 provides some insights into the school performance of migrant students. Scores on standardized tests indicate that migrant students are scoring well in math. The national percentile rankings remain very constant across all grade levels, with an average ranking at about the 45th percentile. This finding is not too surprising because it has been reported that migrant students rate math as their favorite subject (Graham, 1985). Perhaps this is because math performance is less dependent on facility in language than are other subjects. Performance on the reading and language subtest tells a somewhat different story. Overall rankings are lower and there is a significant drop in rankings from the 4-6 grade levels to the higher grades. This drop can be explained, in part, by the fact that many migrant students in the lower grades are taking the tests in their primary language, Spanish. On the other hand, students entering junior high generally take the test in English. If the students' proficiency in English is lower than their proficiency in Spanish, test scores also will be lower. Table 3 gives another view of the standardized test scores of migrant students.

Table 3: Percent of students in test score quartiles

QUARTILE	K-3			4-6		
	Reading	Language	Math	Reading	Language	Math
76 - 100	12.7	11	20.9	15.9	26.5	17.1
51 - 75	21.7	11	23.7	17.3	16.9	24.7
26 - 50	25.7	23.5	28.1	30.6	19.9	29.4
0 - 25	39.9	54.5	27.3	36.2	36.8	28.8
QUARTILE	7-8			9-12		
	Reading	Language	Math	Reading	Language	Math
76 - 100	3.3	7.8	10.9	4	4.6	18.5
51 - 75	8.8	17.8	23.9	17.2	17.4	29.3
26 - 50	38.1	36.1	36.6	27.9	32.8	28.7
0 - 25	49.8	38.4	28.6	50.9	45.2	23.5

This table depicts the percentage of students whose test scores fall within each of four quarters of the test score distribution. [Note: The points that divide the distribution into the four quarters are quartiles. In terms of percentiles, the first quartile is the 25th percentile, the second quartile is the 50th percentile or median, and the third quartile is the 75th percentile. The highest 25% of the scores in the distribution fall above the third quartile, while the lowest 25% of the scores in the distribution fall below the first quartile]. These tabulations further confirm the information presented in Table 2. Migrant students do much better on the math subtest than on either the reading or language subtests. Moreover, there is a substantial drop in the percentage of students scoring in the upper two quarters for the reading and language subtests when the 4-6 grade level grouping is compared to the 7-8 grade level grouping. These reading and language percentages conform quite well to the National Commission on Secondary Schooling for Hispanics (1984) which reports that 50% of Hispanic students score below the first quartile of achievement and 75% score below the second quartile in measures of both reading and math. However, migrant students in this study appear to performing better in math than would be expected (based on the report by the National Commission on Secondary Schooling for Hispanics).

Grade point average remains relatively stable across all grade levels, ranging from a high of 2.64 in the 4-6 grades to a low of 2.28 at the high school level. These numbers indicate that the average migrant student is receiving B minuses and C pluses on most of his or her school work. However, care should be taken when interpreting these figures. There has been no effort to control for the type of coursework that is being graded. Difficulty of courses should be taken into account when considering grade point average.

Both absences and disciplinary problems increase as the migrant student moves into junior and senior high settings. The students are absent over 5% of the time in junior high and almost 9% of the time in high school. Over the course of an average 180 day school year, these percentages translate into the average junior high student missing more than 9 days and the average senior high student missing over 16 days of instruction. The average migrant student at the junior high is involved in 1.4 disciplinary actions while the high school student's number is 1.3.

The numbers in Table 2 that indicate years overage for the migrant student suggest that the average migrant student in grades 4 through 8 is more than a half year overage. Another way of interpreting this figure is that 60% of the students are a year overage. There is a significant decline in these figures when looking at high school students. It is reasonable to assume that this decrease is a result of a greater percentage of overage students dropping out of school. Table 4 gives another view of the overage figures. In this table, the percentage of students who are zero, one, two, three, or four years overage in each grade level grouping is given. For example, in grades four through eight, over half of all migrant students are at least one year older than their peers. It is interesting to note that, although half of the migrant students are overage during this fourth through eighth grade period, over three quarters of the high school migrant students are at grade level. As stated previously, this finding strongly suggests that considerably more overage migrant students drop out during the high school years than do migrant students who are at an appropriate age for their grade level.

Table 4: Percent of students who are overage

Number of years overage	K-3	4-6	7-8	9-12
0	63.2	46.8	47.6	77.6
1	33.7	44.3	44.4	14.9
2	2.2	7.8	6.6	5.4
3	0.7	0.8	1.4	2.1
4	0	0.3	0	0

Table 5 details the percentage of migrant students who are categorized as either Non-English Proficient/Limited English Proficient (NEP/LEP) or Full English Proficient (FEP). NEP and LEP are combined because a number of schools in the study no longer use the NEP classification. As would be

expected, the percentage of students classified as FEP increases as the students become older.

Table 5: Percent of students in LAS classifications

LAS category	K-3	4-6	7-8	9-12
NEP/LEP	91	71.7	63.8	62.2
FEP	9	28.3	36.2	37.8

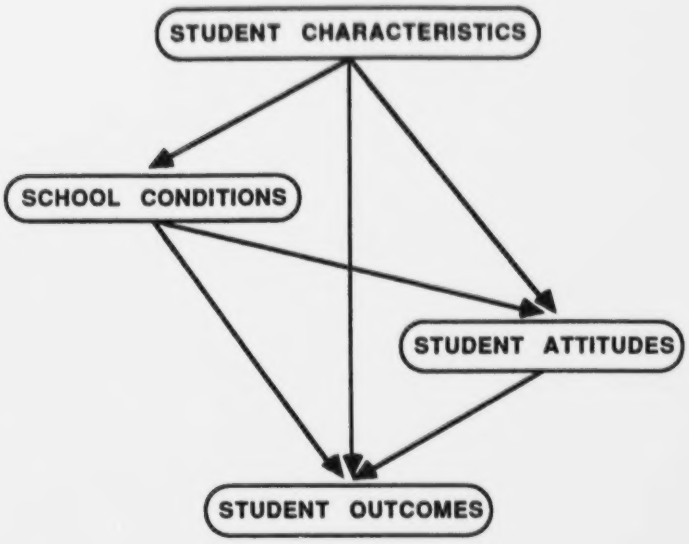
Path Analysis

The data presented in Table 4 was used to support a hypothesis that overage migrant students drop out more frequently than migrant students who aren't overage. Actual "drop out" data are not used to make this claim. Instead, depicting the overage variable as a predictor of dropping out is an inference based upon past research and relations observed in the present data. In this case, knowing that research has identified overage as a predictor of dropping out and observing a decrease in overage high school students are the two factors that prompted the conclusion that migrant students who are overage are more likely to drop out.

Similarly, the path analyses described here do not predict actual dropping out behavior. A one year study, such as this one, does not allow a look into the effects that student, family, or school characteristics have on actual dropping out behavior. Therefore, path analyses were used to predict the student outcome measures that were described previously. Again, these measures are standardized test scores, GPA, attendance figures, and disciplinary measures.

All path analyses in this study are based upon a general conceptual model describing how clusters of variables interrelate. This general model is depicted in Figure 1. It is a variation of the model suggested by Biniaminov and Glasman (1983) and consists of a chain of causations between the following four clusters of variables: student characteristics (e.g., socioeconomic status, parent support for education, migrant status), school conditions (e.g., student-teacher ratio, teacher characteristics, school climate), student attitudes (e.g., locus of control, educational aspirations, perceptions of school), and the previously described student outcome measures. As with the descriptive analyses, the path analyses are used to describe relationships within the four major grade level groupings.

Figure 1: Structure of general model

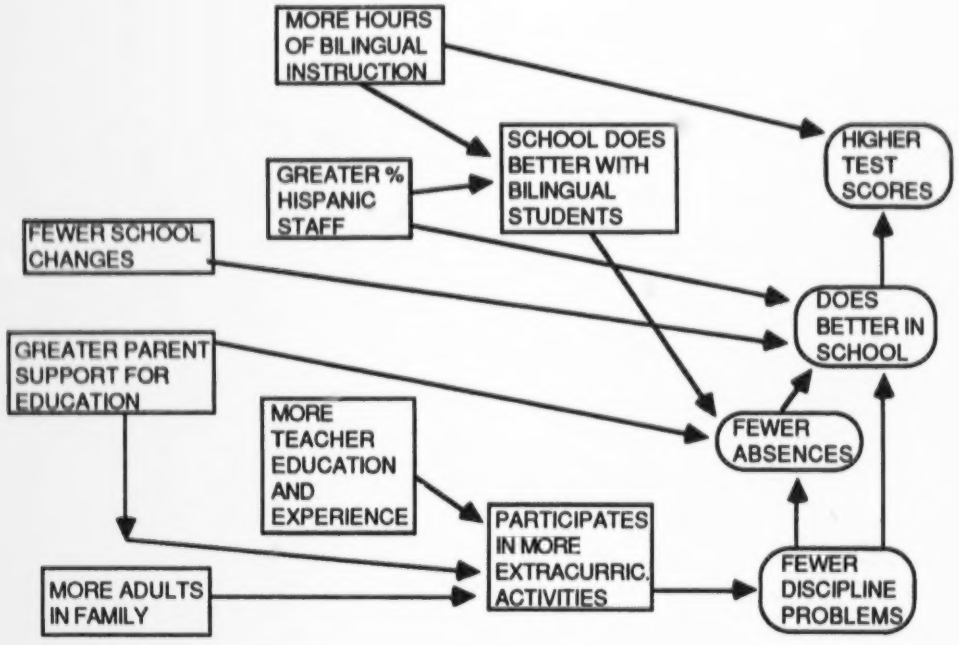


In Figure 2 through Figure 5, a number of factors which represent certain aspects of the four variable clusters are depicted by boxes. Boxes with the rounded edges represent the student outcome measures. The arrows mark causal paths. An arrow between two boxes indicates that the first factor is hypothesized to be the cause, or part of the cause, of the second factor.

Figure 2 details the relations among the four variable groups within the K-3 grade level grouping. The model shows that test scores improve when the student receives more hours of bilingual instruction, when he/she does better in school (as measured by GPA), and when the school's bilingual students do better relative to the state average. The migrant student's GPA goes up when the student has changed schools fewer times, when the school has a greater percentage of Hispanic staff members, and when the student is absent less and has fewer discipline problems. The student comes to school with greater frequency when parents are more supportive of education, when the bilingual students in the school are performing better relative to the statewide average, and when the student experiences fewer discipline problems. The migrant students in grades K-3 experience fewer discipline problems when they participate in more extracurricular activities, and when their teachers are better educated and more experienced. Moreover, the students tend to participate in extracurricular activities more frequently when they have better educated

and more experienced teachers, when there is greater support for education by their parents, and when there are more adult members of the family. Overall, bilingual students in the school perform better, compared to state averages, when they receive more bilingual instruction and when the school has a greater percentage of Hispanic teachers.

Figure 2: Partial causal model for grades K-3


MORE HOURS OF BILINGUAL INSTRUCTION
SCHOOL DOES BETTER WITH BILINGUAL STUDENTS
HIGHER TEST SCORES
GREATER % HISPANIC STAFF
FEWER SCHOOL CHANGES
DOES BETTER IN SCHOOL
GREATER PARENT SUPPORT FOR EDUCATION
MORE TEACHER EDUCATION AND EXPERIENCE
FEWER ABSENCES
PARTICIPATES IN MORE EXTRACURRIC. ACTIVITIES
MORE ADULTS IN FAMILY
FEWER DISCIPLINE PROBLEMS

The causal relations for grades 4-6 are represented in Figure 3. In this version of the model, higher test scores are a result of a more positive school climate (teacher rated), more bilingual instruction, a greater percentage of Hispanic staff at the school, and better performance on school work (as measured by GPA). The migrant student's GPA goes up when the student makes better use of his/her time in class (as rated by the teacher), when there is more parental support for the student's education, and when the student experiences fewer discipline problems. Discipline problems, in turn, go down when the student displays a greater social maturity (as rated by the teacher), when there are better educated and more experienced teachers at the school, and when the student participates in more extracurricular activities. The migrant student attends school with more frequency when he/she experiences fewer

discipline problems and when there is greater parental support for education. Students participate in more extracurricular activities when the teachers are more experienced and better educated. At this grade level grouping, students were administered a survey to determine their attitudes toward school and education in general. The significant predictor of positive attitudes, for 4-6 grade students, was the number of hours of bilingual instruction received. The more bilingual instruction, the more positive were the students' attitudes toward education and school.

Figure 3: Partial causal model for grades 4-6

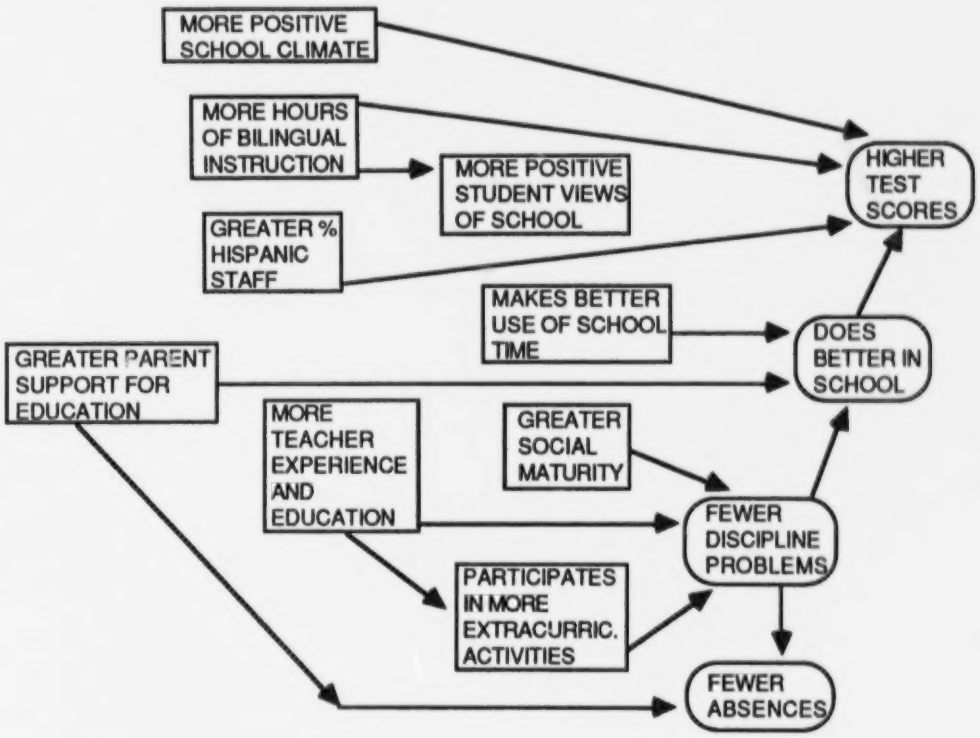
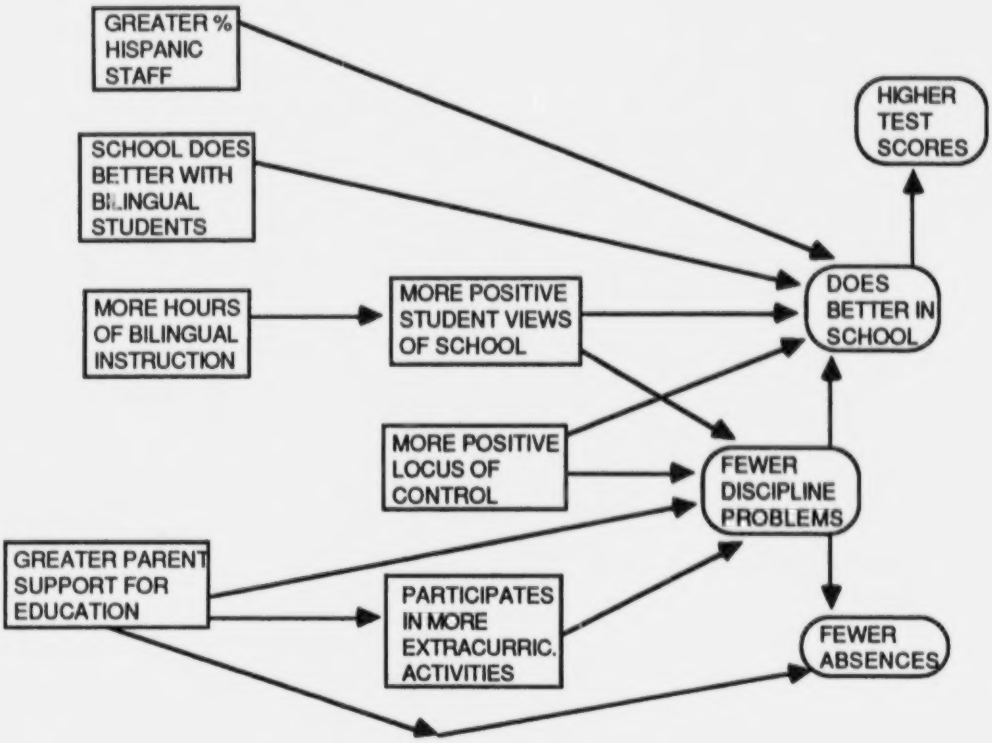

MORE POSITIVE SCHOOL CLIMATE
MORE HOURS OF BILINGUAL INSTRUCTION
MORE POSITIVE STUDENT VIEWS OF SCHOOL
HIGHER TEST SCORES
GREATER % HISPANIC STAFF
MAKES BETTER USE OF SCHOOL TIME
DOES BETTER IN SCHOOL
GREATER PARENT SUPPORT FOR EDUCATION
MORE TEACHER EXPERIENCE AND EDUCATION
GREATER SOCIAL MATURITY
FEWER DISCIPLINE PROBLEMS
PARTICIPATES IN MORE EXTRACURRIC. ACTIVITIES
FEWER ABSENCES

Figure 4 depicts a partial causal model for grades 7-8. In this model, higher test scores are a result of students' performance on school work. The better the student does in school, the higher his or her test scores tend to be. The student does better in school when there is a greater percentage of Hispanic staff, when bilingual students in the school perform better (relative to state averages), when the student has more positive attitudes toward the school and education, when the student has

a more positive locus of control score, and when the student experiences fewer discipline problems. Discipline problems, for the migrant student, are reduced when the student has more positive views of the school and a more positive locus of control score, when there is greater parental support for education, and when the student participates in more extracurricular activities. The student participates in more extracurricular activities when there is greater parental support for education. As with 4-6 grade students, the students in this 7-8 grade level grouping who receive more bilingual instruction express more positive attitudes toward school.

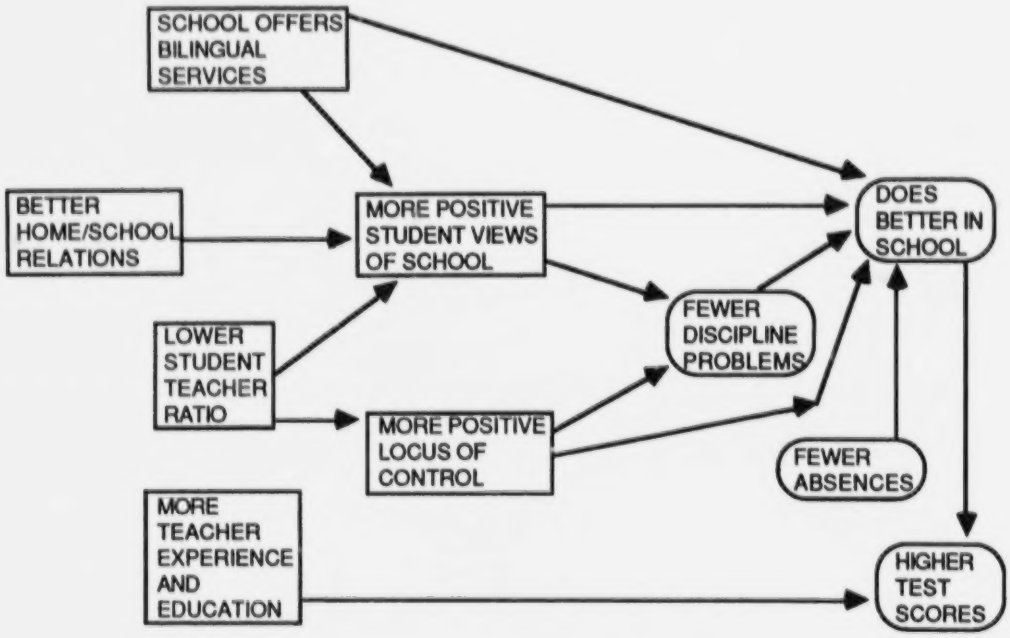
Figure 4: Partial causal model for grades 7-8


GREATER % HISPANIC STAFF
SCHOOL DOES BETTER WITH BILINGUAL STUDENTS
MORE HOURS OF BILINGUAL INSTRUCTION
MORE POSITIVE STUDENT VIEWS OF SCHOOL
MORE POSITIVE LOCUS OF CONTROL
GREATER PARENT SUPPORT FOR EDUCATION
PARTICIPATES IN MORE EXTRACURRIC. ACTIVITIES
HIGHER TEST SCORES
DOES BETTER IN SCHOOL
FEWER DISCIPLINE PROBLEMS
FEWER ABSENCES

The relationships among variables for high school students are detailed in Figure 5. Migrant students receive higher scores on standardized tests when they perform better academically in school and when their teachers are more experienced and better educated. The students perform better academically when they have more positive attitudes toward school and more positive locus of control scores, when they have better attendance

and disciplinary records, and when the school offers bilingual classes. Fewer discipline problems are experienced by those students who have more positive attitudes toward school and a more positive locus of control. Attitudes toward school and locus of control are positively affected by a school that offers bilingual instruction, better home/school relations, and a lower student-teacher ratio.

Figure 5: Partial causal model for grades 9-12



SUMMARY

Much of the research dealing with the dropout problem has focused upon the identification of characteristics of the students who are perceived to be 'at-risk'. Very little effort has been made to identify the interrelationships that exist among these characteristics, let alone place the characteristics and interrelationships into a more comprehensive, causal model. An attempt has been made, in this study, to develop a rudimentary model of the dropout process. The underlying assumption of this model is that student performance on measures such as test scores, GPA, absence rate, and discipline problems is strongly related to whether or not a student will drop out of school. These measures are influenced by

many other variables, such as parental support, bilingual instruction, teacher experience, and participation in extracurricular activities.

The factors, and the relationships among these factors, that contribute to a successful (or unsuccessful) educational experience are many and very complex. This study does not pretend to have examined all possible factors and relationships that have direct and/or indirect impact on the decision whether or not to drop out of school. But, the findings of this project strongly suggest that there are a number of areas that, if emphasized, can increase the numbers of migrant students that graduate from high school. These areas include; student participation in extracurricular activities; affective student measures (such as positive student attitudes toward education and locus of control); bilingual instruction; Hispanic staff; and parental support for education and home/school relations. Each of these areas will be examined in more detail in the sections that follow.

STUDENT PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

The current results indicate that there would be a positive impact on the migrant students' decisions to remain in school if students were encouraged to participate in more in-school and after-school extracurricular activities and engage in more academically oriented leisure time activities. Other studies have made similar claims. Valverde (1987) found that Hispanic students who graduated from high school were more likely to have taken part in school sponsored dances, clubs, sports, choir, and band. Hispanic students who dropped out of school tended to list community sponsored dances, community sports, and just 'hanging around' as their primary activities while in high school. A study completed by the Office of Educational Research and Development (1986) reported a significant positive relationship between the number of extracurricular activities and academic ranking of students. Both of these studies demonstrate that participation in extracurricular activities is strongly related to academic achievement.

The present research establishes that extracurricular participation and academic achievement are related and also reveals those factors that influence participation in extracurricular activities. Apparently, better teachers (those who are more experienced and better educated) are better able to involve the migrant students in extracurricular activities. Such teachers probably are aware of extracurricular activities available to the students and make a conscious effort to involve the students in these

activities. Of course, this assumes that sufficient extracurricular activities are available to the students. A school with few or no extracurricular activities is unlikely to involve many students. It is reasonable to assume that the number of extracurricular activities available is also positively related to student outcome measures.

Parental support for education also affects student involvement in extracurricular activities. Parents who strongly support their childrens' education also provide support for their children to participate in extracurricular activities.

AFFECTIVE STUDENT MEASURES

The more positive attitudes that a student has about school and him/herself, the more it is likely that he or she will perform better on the student outcome measures. Findings such as this have been of especial interest to educators and researchers who are concerned with the sociocultural origins of affective factors. Research with Hispanic students (Ogbu, 1978; Willig, Harnisch, Hill, & Maehr, 1983) indicates that those students who are <u>least</u> acculturated to the United States educational system demonstrate a healthier set of affective attributes than students who are moderately acculturated. In other words, the longer an Hispanic student is in the U.S. school system, the less positive are his or her attitudes toward education and him/herself. Perhaps this could account for the lack of significant difference, in this study, between migrant students and other students on the measures of locus of control and attitudes toward education. Previous research has indicated that Hispanic students score lower than non-Hispanic students on measures of locus of control and self-esteem. Therefore, the failure to find this relationship in the present study could be explained partially by the fact that many migrant students have not spent a lot of time in U.S. schools.

However, the academic achievement of migrant students is strongly impacted by the students' affective attributes. The current study indicates that school performance and disciplinary problems are significantly affected by the students' attitudes toward school. Additionally, other research (Graham, 1985) suggests that the attitudes and self concepts of low achieving migrant students are less positive than those of high achieving migrant students.

BILINGUAL INSTRUCTION

There exists a great deal of controversy regarding the effectiveness of bilingual instruction. A large part of this controversy has been due to the inadequacy of the research on bilingual education (Willig, 1985). The most publicized review of this research (Baker & de Kanter, 1981) concluded that the case for bilingual instruction was very weak. Since this review project was done in conjunction with the United States Department of Education, it wielded great influence with state and federal policymakers (Willig, 1985). However, more recent research indicates that bilingual instruction is indeed beneficial (Ramirez, 1987). Moreover, a re-analysis of the much publicized Baker and de Kanter review by Willig (1985), controlling for methodological inadequacies, demonstrated that bilingual instruction leads to increases in reading, language, and math skills. This re-analysis has been recognized as a more appropriate way to review the research (Secada, 1987).

In the current project, bilingual instruction appears to be a substantial contributor to positive student attitudes. It is possible that the student in bilingual classes is experiencing more success in school work. Experiencing success and seeing signs of progress, however modest, are factors that have been shown to keep high-risk students in school.

Moreover, bilingual education, in this study, is positively related to how well the student performs academically. This finding is consistent with recent research which demonstrate that the more bilingual instruction in the curriculum, the greater the students' increase in English achievement scores. For the migrant students in this study, bilingual instruction appears to aid the learning process while proficiency in the English language is developing.

HISPANIC STAFF

Migrant students profit more from the school setting when there are greater percentages of Hispanic staff at the school. Teachers, counselors, and other staff at the school play very important roles in the lives of students. In addition to providing instruction, they function as role models, help the student set goals, serve as a resource for academic and personal problems, and maintain communication between the home and the school. All these factors can contribute to the academic and emotional well-being of students. The findings of this study indicate that, for migrant students, Hispanic staff are more effective at accomplishing these goals. Prior research (Dworkin, 1980; Naboa, 1980) has also

indicated that minority teachers provide important learning and role models for minority students.

PARENTAL SUPPORT FOR EDUCATION

Parent support for education is a very important factor in the education of all students, not only migrant students. As Epstein (1987) has stated, "The evidence is clear that parental encouragement, activities, and interest at home and participation in schools and classrooms affect children's achievements, attitudes, and aspirations, even after student ability and socioeconomic status are taken into account." However, it is often very difficult to involve the parents of migrant students in the educational process. Teachers at many of the schools in this study believe that the parents of most migrant students feel that the school is responsible for their child's education. For many, parent participation in the educational process is a new cultural concept. Simich-Dudgeon (1986) has found that many parents of limited-English-proficiency students believe that the school is best equipped to handle education and that any involvement on their part is interference and counter-productive.

This brief discussion has included a number of general strategies that the results of this study suggest will be effective in producing a more positive educational environment for migrant students. Simply stated they are: encourage and aid students in becoming more active in school and community activities; develop positive student attitudes toward education and better student self concept; advocate greater numbers of Hispanic staff at schools which serve migrant students; support bilingual instruction, and encourage parental involvement in and support for their children's education. These are areas that Migrant Education can focus serious effort, in addition to the supplemental instruction and services that are presently provided.

STUDY 2

INTRODUCTION

Study 1 identified a number of general areas that affect migrant students' success within the educational process. The study under discussion in this section of the report was conducted as an outgrowth and extension of the first study. Its major purpose was to identify more specific strategies that may be employed to improve the educational prospects of migrant students. In order to attain this specificity, Study 2 centered on

four refinements or additions to the previous study. These are: (1) A focus upon the elementary school level; (2) Concentration within a single school district; (3) Identification of differences between migrant and non-migrant populations; and (4) A look at characteristics of successful migrant students and their families.

Results from Study 1 indicated that it becomes harder to develop models to identify student problems and their causes when the students are in high school, because those students who are most severely impacted will already have removed themselves from the system. It is reasonable to assume that many of the most at-risk migrant students already have left school by the time they are high school sophomores or juniors. The focus of Study 2 was on younger students -- those at the elementary school level -- in order to include the most at-risk students in the attempts to identify problem conditions and suggest ways to ameliorate those conditions. Early intervention is a necessary component of any dropout prevention strategy aimed at migrant students. Migrant students' standardized test scores show a significant decline as they progress through the elementary grades, while test scores for non-migrant students remain relatively stable across grade level. Figures 6 and 7, utilizing data collected in Study 2, portray this relationship.

Figure 6: Reading test national percentile by grade

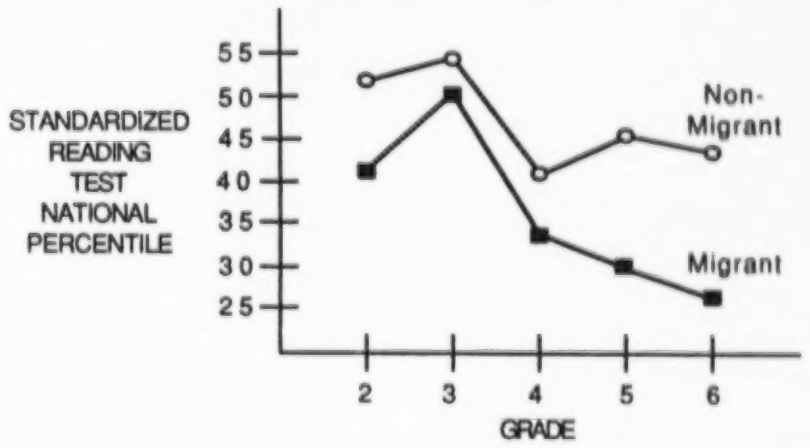
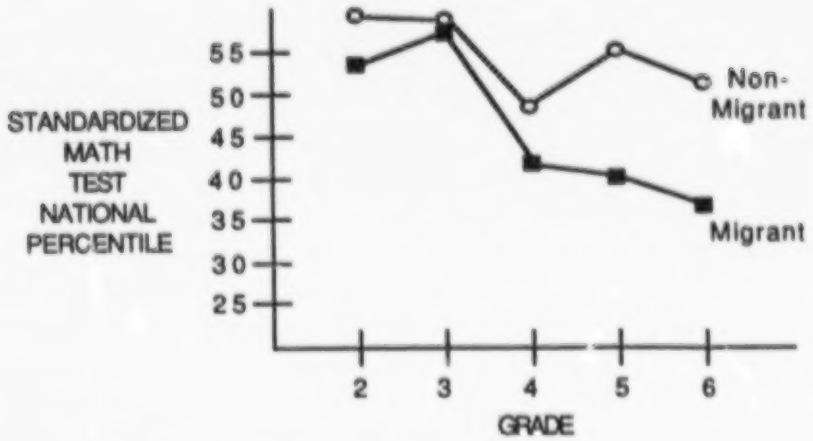


Figure 7: Math test national percentile by grade



Migrant students fall further and further behind their non-migrant classmates as they advance through the educational system. This is not a surprising finding, as much research has demonstrated that the achievement gap between at-risk students and others steadily widens as students become older. However, it does indicate a need to focus on the problems of at-risk students at the earliest possible age.

It is rather truistic to claim that migrant students are quite mobile. However, many of the moves by migrant families are within a single school district as families search for better or more affordable housing or move in with relatives and/or friends. The number of different schools attended by migrant students is shown in Table 6.

Table 6: Number of schools attended

Total			Within District		
Schools	No. of students	Total Changes	Schools	No. of students	Total Changes
1	109	0	1	152	0
2	79	79	2	78	78
3	39	78	3	15	30
4	8	24	4	2	6
5	3	12	5	1	4
Not Available	33		Not Available	23	
	271	193		271	118

As can be seen in the above table, school records indicate that well over half of the migrant students in the sample have changed schools at some time in their educational career. Additionally, 118 of the 193 school changes by migrant students were within-district moves. It is reasonable

to conclude that district-wide efforts to address the problems of migrant students would be more effective than efforts confined to individual school sites. Therefore, the approach of Study 2 was to focus on the educational experiences of students within a single school district.

The third objective of the study is to identify differences that exist between migrant and non-migrant students in the educational setting. As much of the educational system in geared toward mainstream students, it is important to identify how migrant and non-migrant students may be differentially affected by components of the educational process.

Far too often, attempts to ameliorate the conditions of students who are performing poorly focus upon what is wrong with the student. Not enough effort is given to investigating the characteristics of those students (and their parents) who are performing well. Paralleling the medical profession's wellness studies, this study has, as a major focus, the academic successes in a population whose failure is commonly highlighted. Information about migrant students who are academic successes can lead to the creation of guidelines for increasing the numbers of migrant students who succeed in school. Factors that enable disadvantaged students to develop successfully may be uncovered by such an investigation.

It is believed that an examination of these four elements, from the perspective of the findings of Study 1 will identify practices that hold promise for addressing the needs of migrant students. The final section of this report will be devoted to a discussion of these strategies.

METHODOLOGY

Six schools from a single school district were selected for the study. Five of the schools were chosen because they served the largest numbers of migrant students within the district. The sixth school contained a primarily white, high SES population with a few migrant students. Information about each school's size, ethnicity, and migrant population is detailed in Table 7.

Table 7: Population characteristics of schools in the sample

School	Total Population	% Hispanic population	% White population	% Migrant population
1	509	81.1%	5.3%	7.5%
2	453	81.5%	11.5%	12.8%
3	611	80.7%	4.1%	16.0%
4	518	45.2%	45.6%	6.2%
5	602	50.0%	35.2%	5.0%
6	408	12.3%	82.1%	0.5%

All migrant students and a random 20% sample of all other students were included in the investigation. Table 8 depicts the distribution of these students by grade and gender.

Table 8: Breakdown of students in the sample

	Migrant		Non-Migrant	
Grade	Male	Female	Male	Female
K	15	12	43	61
1	19	13	48	43
2	19	23	47	50
3	17	15	37	43
4	20	15	34	38
5	21	32	37	38
6	29	21	30	31
Total	140	131	276	304

Table 9 compares the ethnic composition of the district as a whole with the ethnic composition of the sample for this study.

Table 9: Ethnicity of students in the district and the sample

Ethnicity	District Percentages	Sample Percentages
Asian	3.4%	5.1%
Hispanic	60.2%	59.4%
Black	5.0%	5.1%
White	28.1%	26.6%
Other	3.3%	3.7%

The above table demonstrates that the sample population of this study reflects the ethnic composition of the district.

Information was collected on all students selected for the study. The four categories of information collected in Study 1 were also collected in Study 2. These are student demographic information, school characteristics, student attitudes, and student performance measures. Modifications were made to the Study 1 data collection forms. Data collection procedures were similar to Study 1.

Additionally, information on various programs offered by each school to address the needs of at-risk students was gathered. Included in this information were perceptions by staff members of the benefits of the programs.

Information on high achieving migrant students was collected through separate interviews with the students and their parents. Twenty-two successful fourth, fifth, and sixth grade migrant students were selected based on school performance and migrant education staff recommendations. Eighteen interviews with students were obtained because four students were unavailable for interviews. The parents of fifteen of the high achieving students were interviewed.

Student interviews were conducted at the school during school hours. Parent interviews were obtained by bilingual migrant education staff members in the parents' home Both students and parents were told that they were being questioned with the hope that their answers might help other students who were not doing well in school.

RESULTS AND DISCUSSION

The results of Study 2 are presented from four separate focuses: Descriptive differences between migrant and non-migrant students; relational differences between migrant and non-migrant students; effects of academic program components on migrant students; and a comparison of the characteristics of high achieving migrant students and their parents with low achieving students and their parents.

Descriptive Differences

This section examines the differences between migrant and non-migrant students on a number of selected variables. It is important to note that the non-migrant population in the school district under study is predominantly Hispanic (60%). The migrant population is 99% Hispanic. Therefore, it is reasonable to assume that differences between the migrant and non-migrant populations are due, in large part, to the

experiences of migrant students rather than to differences between cultural or ethnic groups.

Table 10 depicts the differences between migrant and non-migrant students on standardized test scores and absentee rates.

Table 10: Performance factors of migrant and non-migrant students

Variable Name	Variable Mean		ANOVA Summary	
	Migrant	Non-Migrant	F Ratio (D.F.)	F Probability
Reading Test	35.2%	47.5%	27.3 (1,551)	0
Math Test	45.3%	54.6%	14.0 (1,548)	0.0002
Language Test	28.4%	51.8%	51.7 (1,367)	0
Attendance	4.7%	4.0%	2.15 (1,643)	0.14

Migrant students perform significantly below the level of non-migrant students on standardized achievement tests. While migrant students are also absent more often than non-migrant students (4.7% versus 4.0% of the days school is in session) the relationship is not statistically significant.

The differences between migrant and non-migrant students on teacher ratings are shown in Table 11. As in Study 1, teacher ratings are based on a 5 point scale, with a 1 representing "A great deal less than average" and a 5 representing "A great deal more than average."

Table 11: Teacher ratings of migrant and non-migrant students

Variable Name	Variable Mean		ANOVA Summary	
	Migrant	Non-Migrant	F Ratio (D.F.)	F Probability
Extracurric. Participation	2.7	3.0	7.94 (1,711)	0.005
Interest in Learning	3.1	3.3	3.72 (1,759)	0.05
Classroom Attentiveness	3.0	3.2	1.78 (1,757)	0.18
Completes Schoolwork	3.1	3.3	3.28 (1,753)	0.07
Discipline Problems	2.3	2.3	.08 (1,759)	0.77
Parent Encourages Attendance	3.3	3.6	6.78 (1,749)	0.009
Parents Think Education is Valuable	3.4	3.7	14.9 (1,746)	0.0001

Teacher ratings indicate that migrant students are less involved in extracurricular activities, less interested in learning, less attentive in the classroom (although this relationship does not reach statistical significance), and less likely to regularly complete their schoolwork than non-migrant students. Teachers do not see any difference between migrant and non-migrant students in the area of disciplinary problems. However, parents of migrant students are seen as being significantly less involved in their childrens' education.

Table 12 portrays the differences between migrant and non-migrant students on student completed surveys. Again, these surveys are based on the same 5 point scale used in Study 1.

Table 12: Results of survey by migrant and non-migrant students

Variable Name	Variable Mean		ANOVA Summary	
	Migrant	Non-Migrant	F Ratio (D.F.)	F Probability
Locus of Control	3.4	3.6	9.72 (1,207)	0.002
Educational Aspirations	4.1	4.3	3.97 (1,207)	0.05
Home-School Relations	3.5	3.7	3.09 (1,207)	0.08
Perceptions of Academic Performance	3.7	4.0	5.24 (1,207)	0.02

Migrant students scored lower than non-migrant students in all areas of the student survey. Migrant students have a more external locus of control, lower educational aspirations, a less positive view of the relations between their home and the school, and lower perceptions of their own academic performance.

Relational Differences

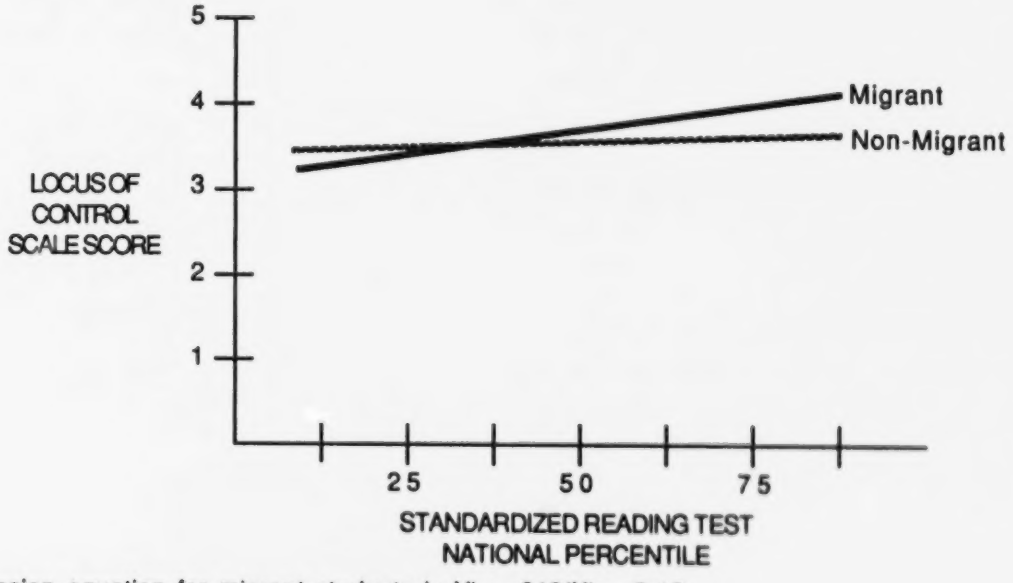
Certain factors in the educational process affect migrant students differently than they affect non-migrant students. The differential effects of grade level on standardized test scores was mentioned previously. As migrant students proceed through the educational system they, as do most other at-risk populations, fall further and further behind classmates. Other such relational differences will be discussed in this section.

There are three general areas that will be discussed in this section: (1) Affective measures; (2) Homework; (3) Social and ethnic characteristics of the school population. A note of explanation is in order for the graphs presented in this section. All lines in the graphs represent relationships that are predicted by regression equations. The variable listed along the abscissa or x-axis is the independent variable and the variable along the ordinate or y-axis is the dependent variable. A given line represents a prediction of the values of the dependent variable based on the relationship in the data between the independent and the dependent variables. Regression equations are listed for all lines.

The two affective measures of interest in this discussion are locus of control and educational aspirations of students. As was discussed in Study 1, locus of control represents a concept that is closely related to self esteem. Educational aspirations reflect the degree to which the student views education in a positive context and sees him/herself finishing high school and perhaps going to college.

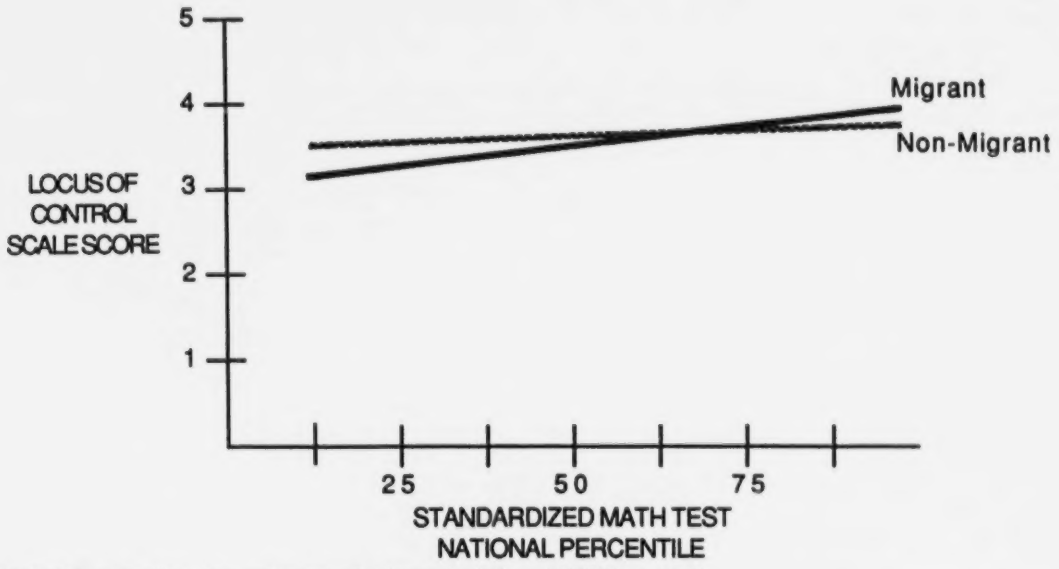
As can be seen in Figures 8 and 9, there is a significant positive relationship between locus of control and standardized test scores for migrant students.

Figure 8: Reading ability by locus of control



Regression equation for migrant students is Y' = .012(X) + 3.13.
Regression equation for non-migrant students is Y' = .004(X) + 3.44.

Figure 9: Math ability by locus of control

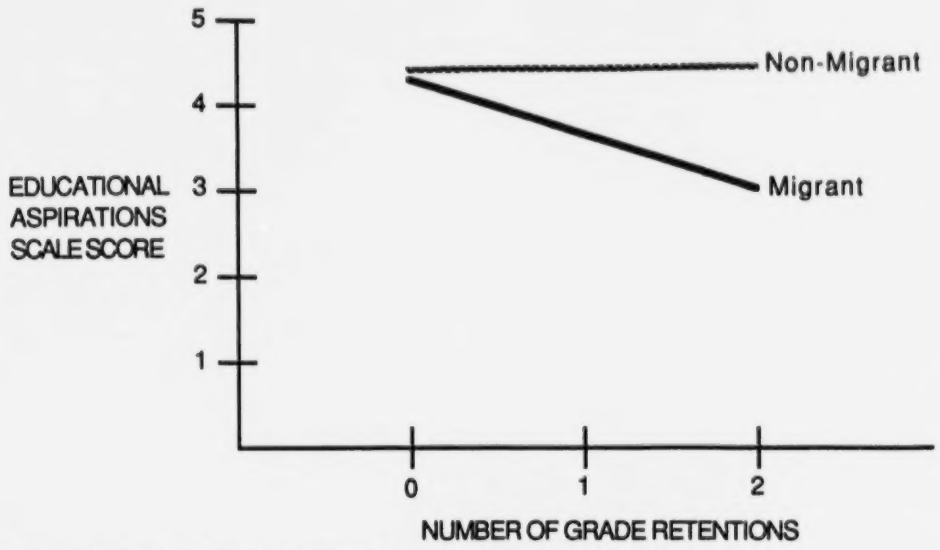


Regression equation for migrant students is Y' = .008(X) + 3.11.
Regression equation for non-migrant students is Y' = .003(X) + 3.48.

While the data generated by the regression equations in this section do not allow a statement of causality to be made (i.e., higher locus of control leads to improved test scores), the assumption made here is that locus of control does have a significant effect on migrant student performance on standardized tests. There is also a positive relationship for non-migrant students, but it is much milder and the relationship does not reach statistical significance.

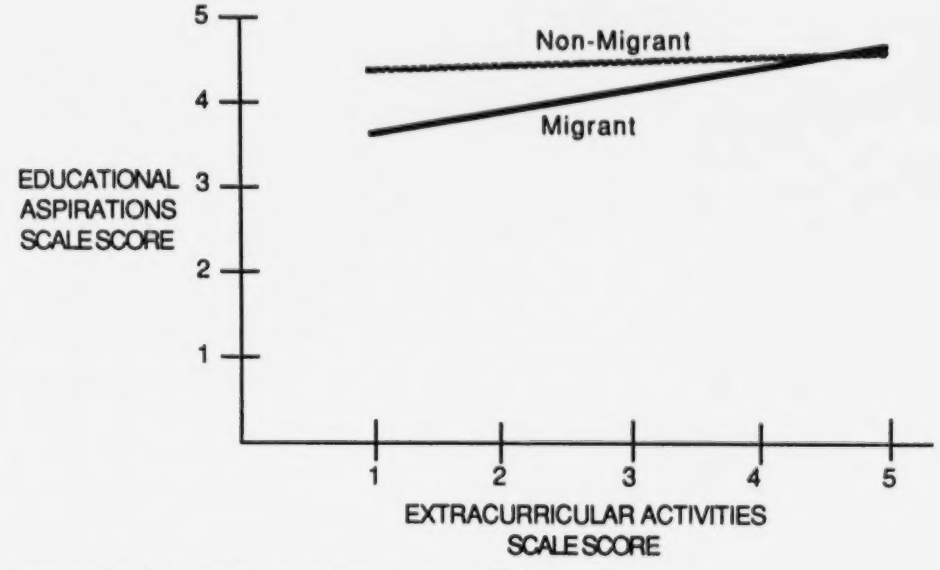
The differential effects on the educational aspirations of migrant and non-migrant students by grade retention and participation in extracurricular activities are shown in Figures 10 and 11.

Figure 10: Grade retention by educational aspirations



Regression equation for migrant students is Y' = -.621(X) + 4.29.
Regression equation for non-migrant students is Y' = .014(X) + 4.41.

Figure 11: Extracurricular activities by educational aspirations

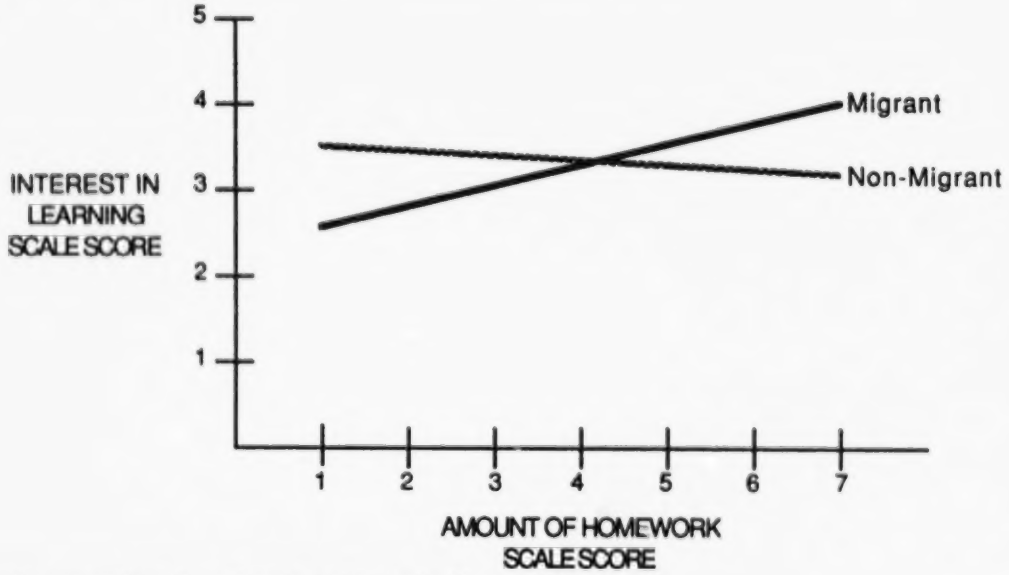


Regression equation for migrant students is Y' = .234(X) + 3.43.
Regression equation for non-migrant students is Y' = .055(X) + 4.24.

The above figures illustrate that grade retention and participation in extracurricular activities have little effect on the educational aspirations of non-migrant students. However, for migrant students, educational aspirations go down as the number of grade retentions goes up; and educational aspirations improve as the level of participation in extracurricular activities increases. This may indicate that migrant students are more sensitive to the factors that represent affiliation or sense of belonging to the school. Perhaps this sensitivity is due to the fact that migrant students have fewer strong ties to school than do non-migrant students. If this were the case, changes in one of these few connections would have a much greater effect on the student with fewer ties or connections.

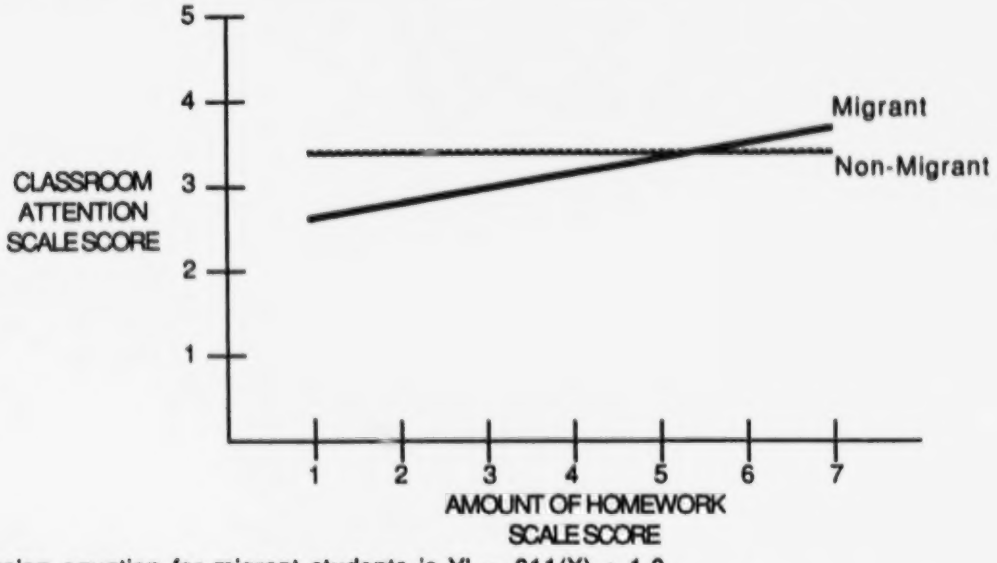
One rather interesting result of this study is the powerful effect that the amount of homework completed by migrant students has on a variety of factors. As the relationships in Figures 12 through 18 demonstrate, interest in learning, classroom attentiveness, and completion of schoolwork all improve for migrant students when more homework is assigned. Moreover, absenteeism and disciplinary problems decrease while parent involvement in education increases as amount of homework rises. For non-migrant students, these relationships are relatively flat. The homework data is from the California Assessment Program (CAP).

Figure 12: Amount of homework by interest in learning



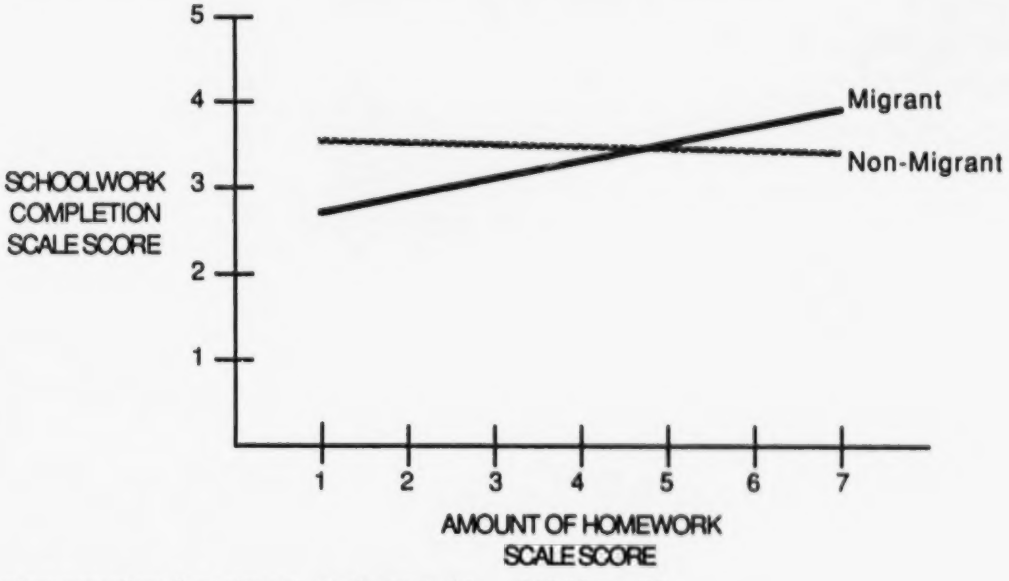
Regression equation for migrant students is Y' = .015(X) + .41.
Regression equation for non-migrant students is Y' = -.004(X) + 4.06.

Figure 13: Amount of homework by classroom attention level



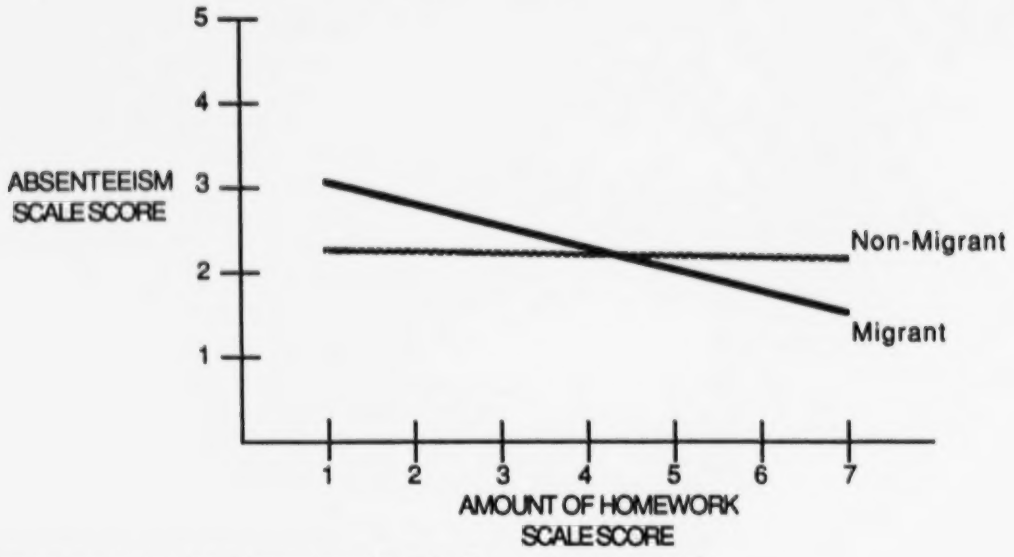
Regression equation for migrant students is Y' = .011(X) + 1.0.
Regression equation for non-migrant students is Y' = .0002(X) + 3.26.

Figure 14: Amount of homework by schoolwork completion level



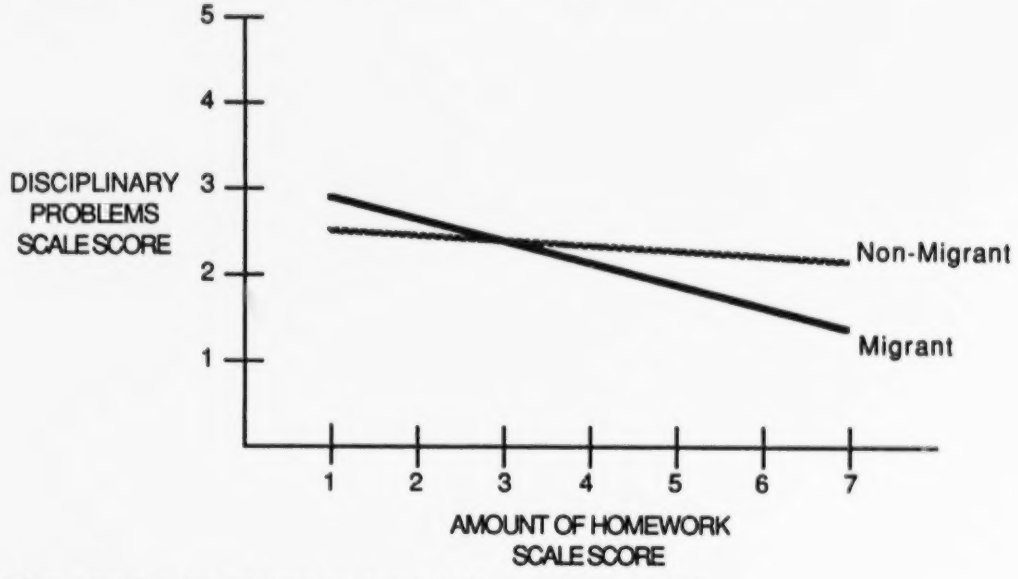
Regression equation for migrant students is Y' = .013(X) + .76.
Regression equation for non-migrant students is Y' = -.002(X) + 3.79.

Figure 15: Amount of homework by absenteeism



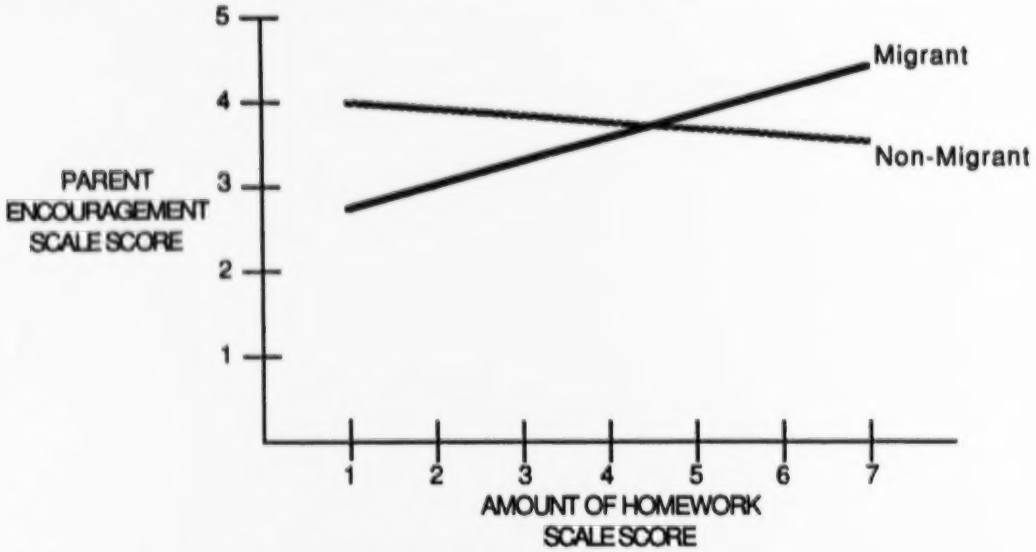
Regression equation for migrant students is Y' = -.016(X) + 5.50.
Regression equation for non-migrant students is Y' = -.002(X) + 2.53.

Figure 16: Amount of homework by level of disciplinary problems



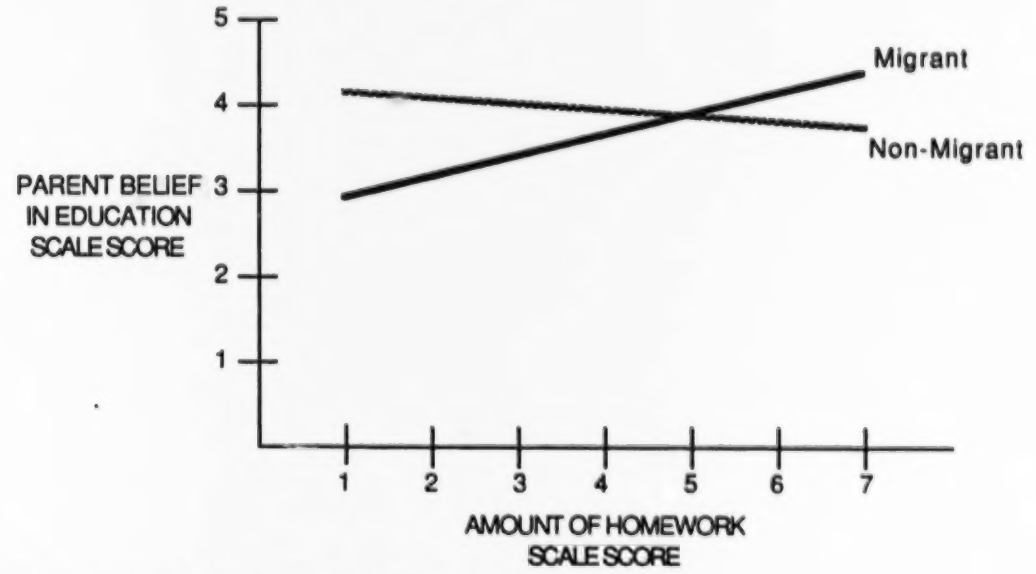
Regression equation for migrant students is Y' = -.015(X) + 5.12.
Regression equation for non-migrant students is Y' = -.006(X) + 3.40.

Figure 17: Amount of homework by parent encouragement to attend school



Regression equation for migrant students is Y' = .018(X) - .02.
Regression equation for non-migrant students is Y' = -.005(X) + 4.69.

Figure 18: Amount of homework by level of parental belief in the value of education

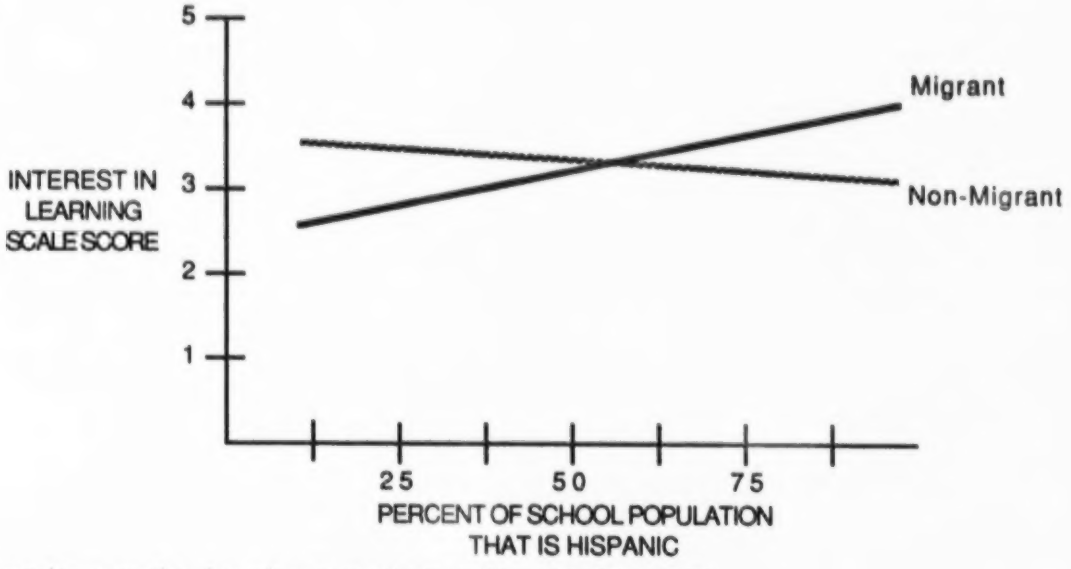


Regression equation for migrant students is Y' = .015(X) + .67.
Regression equation for non-migrant students is Y' = -.005(X) + 4.94.

The previous figures portray a significant positive effect of homework on a number of measures for migrant students. Completing homework would appear to be a means of getting migrant students involved with the functioning of the school. Migrant students aren't involved in as many extracurricular activities as non-migrant students. Perhaps homework serves as a way to develop a connection with the school for migrant students. Moreover, as will be seen later in the discussion of successful migrant students, completing homework is viewed by both academically proficient migrant students and their parents as an important component of success in school.

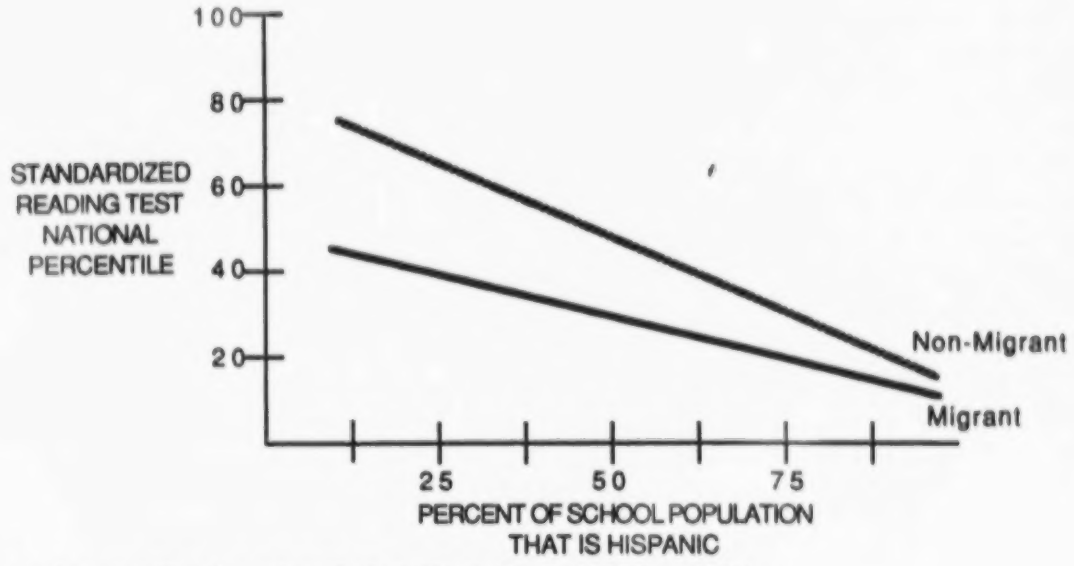
Figures 19 through 21 depict the relationships between the percentage of Hispanic students in a school and three academic measures -- interest in learning and proficiency in reading and math. A number of school characteristics have traditionally been linked with poor academic performance of students. In addition to a large minority population, these factors have included a large school population, low socio-economic status (SES) of the school population, and high numbers of limited English proficient (LEP) students at the school.

Figure 19: Hispanic population by interest in learning



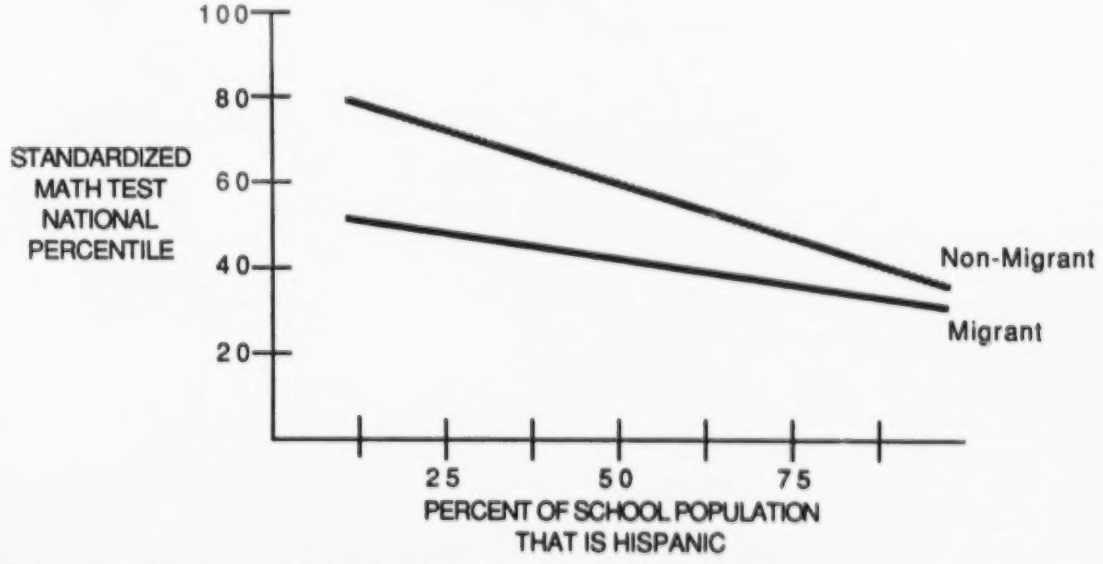
Regression equation for migrant students is Y' = .004(X) + 1.79.
Regression equation for non-migrant students is Y' = -.001(X) + 3.56.

Figure 20: Hispanic population by reading ability



Regression equation for migrant students is Y' = -.102(X) + 65.04.
Regression equation for non-migrant students is Y' = -.103(X) + 77.16.

Figure 21: Hispanic population by math ability



Regression equation for migrant students is Y' = -.057(X) + 62.55.
Regression equation for non-migrant students is Y' = -.073(X) + 79.96.

As displayed in the above figures, the relationships between the factors for migrant and non-migrant students differ. Figure 19 illustrates that interest in learning goes down slightly for non-migrant students when the percentage of Hispanic students in the school increases. The opposite is true for migrant students; interest in learning goes up with increases in the percentage of Hispanic students in the school. Although scores on standardized tests go down for both migrant and non-migrant students as percentage of Hispanic students goes up (as shown in Figures 20 and 21), the decline is more precipitous for non-migrant students. Large differences in reading and math ability exist between migrant and non-migrant students when the Hispanic population of the school is relatively small. However, as the percentage of Hispanic students rises the gap between migrant and non-migrant students narrows dramatically. These relationships hold when variables other than percentage of Hispanic student population are included in the analyses. The same effects are seen when percentage of low SES students, total size of the school population, and percentage of LEP students replaces the percentage of Hispanic students as the independent variable.

Although a number of explanations could be employed to account for these relationships, the one that best fits the tone of this study is that these school variables represent more of a bond to the school for migrant students than for non-migrant students. This should in no way be construed as a suggestion that migrant students are better off in large, poor, primarily Hispanic schools. Overall, migrant students are affected less negatively by these factors than are non-migrant students. There is no overall benefit demonstrated.

Academic Program Effects

A variety of academic programs are supported by the school district, including cooperative learning, a whole language approach to the teaching of reading, accelerated schools, bilingual, bilingual newcomer center, ESL, primary intervention (for at-risk students), and community outreach. Each of the six schools has integrated a different subset of these programs into its curriculum. Statistical analyses examined the effects of these programs and their components, as well as staff perceptions of the program benefits, on student affective and academic characteristics. With the exception of bilingual instruction, no significant effects were discovered for any specific programs. As was determined in Study 1, bilingual instruction correlated positively with affective and academic variables.

Successful Migrant Students

Eighteen successful students were interviewed in order to obtain their perceptions of why they were doing so well in school. For comparison purposes, seventeen low achieving migrant students were similarly interviewed. The results from these interviews which are reported in this section focus on four general topics: (1) Student perceptions of successful education practices; (2) After school activities; (3) Student views of the roles parents play in education; and (4) Student opinions of why other students do poorly in school. The following tables display the student responses. It should be noted that the number of student responders for some questions may add up to more than the total number of interviewees due to the fact that some responses were selected by more than one student.

Tables 13 and 14 depict responses to questions that were designed to ascertain the students views of successful schools and teachers.

Table 13: What is done in school to help students learn?

High Achieving Student Responses	Low Achieving Student Responses
Teaches cooperation (working together, respecting others)	Teaches English
Utilizes games for instruction	Teaches math skills
Schedules field trips	Utilizes "hands-on" experiences
Assigns homework	

Table 14: What are characteristics of a good teacher?

High Achieving Student Responses	Low Achieving Student Responses
Is an understanding person	Listens and talks to you about your problems
Likes kids	Never gets mad
Takes time to explain things	Takes students on field trips
Speaks in a clear voice	Spends time working with students
Is bilingual	Explains things clearly
Likes to teach	
Spends time working with students	

For academically successful migrant students, a school is most functional when students learn how to cooperate with one another and work together, have opportunities to learn outside of the traditional school setting, and are given the opportunity to practice what they have learned (through homework). For the lower achieving student, schools are most effective

when basic skills (English and math) are reinforced and when opportunities for using what is learned ("hands-on") are available. For both groups of students, a teacher is considered good if he or she is sensitive to the needs of the students and is able to "connect" with them.

Tables 15 through 19 show student responses to questions asking them about their after school activities.

Table 15: What do you do right after school?

Response	Number of high achieving students	Number of low achieving students
Homework	9	3
Chores	6	3
TV viewing	3	5
Playing	0	6

Table 16: When do you do homework?

Response	Number of high achieving students	Number of low achieving students
Right after school	8	7
After chores	3	4
After dinner	7	6

Table 17: How long do you spend on homework?

Response	Number of high achieving students	Number of low achieving students
Up to 30 minutes	8	10
One half to one hour	8	7
More than an hour	2	0

Table 18: How much TV do you watch after school?

Response	Number of high achieving students	Number of low achieving students
None	6	1
Half an hour	4	4
One hour	2	6
Two hours	2	3
More than two hours	4	3

Table 19: How much time do you spend on personal reading each day?

Response	Number of high achieving students	Number of low achieving students
Less than one half hour	1	8
One half to one hour	9	6
More than one hour	8	3

As shown in Table 15, nine of 18 high achieving migrant students report that the first thing they do after school is complete their homework. For the low achieving students, only three of 17 say that the first thing they do after school is their homework. In fact, a majority of these students (11) report that they either watch TV or play after school. The information contained in Table 16 (here seven low achieving students state that they do homework right after school) is somewhat contradictory to that in Table 15. Perhaps this reflects some confusion on the part of the low achieving student as to what constitutes "right after school". They may believe that "right after school" means as soon as they get home; and playing (or other activities) may come between the end of the school day and arrival at home. Table 17 depicts the amount of time that the students purport to spend on homework each day. All but two students from both groups spend an hour or less on homework each day.

Watching television and reading for pleasure are two activities that many educators claim have an effect on students' academic performance. Television watching is assumed to have a negative effect while reading has a positive effect. The data for these two variables are displayed in Tables 18 and 19. Two-thirds of the high achieving students report watching an hour or less of TV each night during the school week while about two-thirds of the low achieving students watch an hour or more of television each evening. There are much larger differences between the two groups when reading for pleasure is considered. Almost half of the low achieving migrant students read less than one half hour each evening. On the other hand, almost half of the high achieving students read for over an hour each evening.

Tables 15 through 19 show that high achieving migrant students, when compared to lower achieving migrant students, are more likely to complete homework immediately after school, watch less television, and read considerably more.

Results of Study 1 demonstrate the importance of parental participation in education. The interviewed students were asked their perceptions of their parents participation in the educational process. Tables 20 to 22 display the responses of the students to this series of questions.

Table 20: How do your parents help you be successful in school?

Response	Number of high achieving students	Number of low achieving students
Give good advice	9	3
Require completion of homework	5	0
Discuss importance of education	5	2
Give rewards for good grades	4	2
Provide educational experiences	3	1
Tutor/help with homework	1	0
Ensure school attendance	0	3
Require summer school	0	1
Nothing or don't know	0	7

According to high achieving migrant students, their parents most often have contributed to their academic success by giving good advice to them. Generally, this good advice consisted of telling the students how to behave in school, to respect their teachers, and to do all their schoolwork. Discussing the importance of education could also qualify as good advice. but was listed separately in this table. Although a number of students indicated that their parents made sure they completed their homework, only one student said that her parents helped her with her homework.

For low achieving migrant students, the most popular response was "nothing" or "I don't know" when asked how their parents helped them do well in school. It was most surprising that not a single student in this group indicated that there was parental supervision of homework. The data displayed in Table 20 demonstrate that high achieving students perceive much more parental involvement in their educational process than do lower achieving students.

Table 21: Do your parents expect you to go to college?

Response	Number of high achieving students	Number of low achieving students
Yes	14	4
I think so	4	1
Don't know	0	8
No	0	4

Table 22: Why do your parents want you to go to college?

Response	Number of high achieving students	Number of low achieving students
Get a good job	9	3
Have a better life	1	1
Learn more	4	0

Fourteen of 18 high achieving students report that they have talked with their parents about attending college and that their parents want them to attend. The other four students have not discussed college with their parents but believe that their parents want them to attend. Of the 14 students who have discussed college with their parents, nine report that their parents want them to go to college in order to get a good job, four believe that their parents want them to learn more, and one student said that his parents believe he'll have a better life than they did if he goes to college.

Eight students from the low achieving group indicated that they had discussed college with parents. Four of these students reported that their parents have indicated that college should be in their future plans while four stated that their parents do not expect them to attend college. Over half of the students from this group have never discussed college with their parents and, therefore, don't know what their parents' expectations are.

Table 23 depicts the reasons that the students gave for other students doing poorly in school.

Table 23: Why do some students do poorly in school?

Response	Number of high achieving students	Number of low achieving students
Don't study or do homework	10	7
Mess around and play games	8	4
Don't pay attention in class	5	4
Don't respect teachers	2	0
Blame others for their problems	2	0
Use drugs and alcohol	1	0
Have to work/help at home	0	2
Family problems	0	1
Get into fights	0	2
Don't understand schoolwork	0	1
Don't like school	0	2

It is interesting to note that only student characteristics were named in response to this question (e.g., students fail because they don't study, because they don't pay attention). No attribution was given to the role of school, teachers, or parents, although information presented earlier in this section indicates that the students are able to recognize the role these factors play in their academic success.

Because the existing literature inevitably demonstrates that parental factors enter into academic success, parent interviews are an essential part of an investigation of the differences between high achieving and low achieving migrant students. Parents were asked to respond to a series of questions about the school's role in their child's educational successes, their own role in these successes, homework, and expectations for college. Tables 24 through 31 report parental responses to these questions. As was the case with the student interviews, the number of parent responders for some questions may add up to more than the total number of parents interviewed due to the fact that some responses were selected by more than one parent.

Responses of parents to questions regarding what the school has done to help their children and what the school could do are shown in Tables 24 and 25.

Table 24: How does the school help your child succeed?

Response	Number of parents of high achieving students	Number of parents of low achieving students
School has supportive environment	9	0
School has good teachers	8	3
Teachers provide needed help	7	5
School has good discipline	2	0
Teachers communicate well with parents	1	0
Students have to do homework	1	0
Students work in small groups	1	0
Migrant program is very good	0	1
School does the best job it can do	0	6
School has not helped my child	0	3

Table 25: What more could the school do?

Response	Number of parents of high achieving students	Number of parents of low achieving students
Maintain better discipline	4	2
Provide a more supportive environment	3	2
Encourage parent participation	2	0
Protect kids from street thugs	2	1
Expect more from students	1	0
Give more homework	1	6
Smaller class sizes	0	4
Give more individual help	0	2
Get better teachers	0	1

Parents of high achieving students believe that a supportive environment at school and teachers who are willing to work with and provide necessary assistance to students are the primary factors in ensuring the academic success of their children. These parents had difficulty listing what additional services schools could provide for their children. However,

they did list better discipline, a more supportive environment, and increased parent participation as factors that could be improved in the school.

Parents of low achieving students were not as positive in their assessment of how the school is helping their children. Over a third of the parents resignedly indicated that the school is doing the best that it can do. Three parents stated that they believe the school has been of no help to their children. However, more than one-third of these parents believe that the school should assign more homework and provide more individual attention (especially through smaller class sizes) to the students.

Table 26 lists the ways parents believed they were helping their children academically.

Table 26: How do you help your child succeed?

Response	Number of parents of high achieving students	Number of parents of low achieving students
Give good advice and encouragement	10	13
Ensure that homework is completed	5	6
Spend quality time with child	5	0
Provide educational experiences	2	0
Provide good discipline	2	0
Reward good behavior	1	0
Encourage school attendance	0	1
Attend school functions	0	1
Can't do anything -- he doesn't listen	0	1

Parents of both groups of students indicated that they help their children by giving good advice and encouragement. This was also the most frequently given response by the students. Although many of the parents indicated that they make sure their children complete their homework, no parent said that they help with the homework. Again, this parallels the students' response pattern. Differences between the parents of low achieving and high achieving students are apparent in the categories of "spending quality time" and "providing educational experiences". Seven

parents of high achieving students listed one of these two responses, while no parents of low achieving students did.

While a considerable number (7) of low achieving students reported that they didn't know what their parents did to help them academically, or that their parents did nothing to help them academically (see Table 20), all but one parent indicated that something is being done in the home to help children academically.

Tables 27 and 28 summarize parental responses to questions regarding their children doing homework after school.

Table 27: When does your child do homework?

Response	Number of parents of high achieving students	Number of parents of low achieving students
Right after school	8	10
After play	0	3
After dinner	6	3
Before bed	1	1

Table 28: How long is spent on homework?

Response	Number of parents of high achieving students	Number of parents of low achieving students
Less than half an hour	3	8
One half to one hour	2	7
One to two hours	8	2
More than two hours	2	0

Although parents and students of both groups concur about when homework is done, there is a considerable difference of opinion regarding how long is spent doing the homework; especially when looking at the responses for high achievers and their parents. Sixteen of 18 high achieving students (see Table 17) claimed that they spend an hour or less every day on homework. Ten of 15 of the parents of these high achieving students state that their children spend an hour or more each day doing homework assignments. On the other hand, the responses of the parents of low achieving students more closely mirror the responses of their children.

All 17 of the low achieving students report spending an hour or less every day on homework. Fifteen of the 17 parents concur with this response. Parents of the high achieving students appear to have a more positive concept of their children, at least when it comes to doing homework.

The parents responses to questions about their childrens' college attendance are displayed in tables 29 and 30. All 15 parents of high achieving students indicated that they want their children to attend college. Ten of the 17 parents of low achieving students indicated that they want their children to attend college.

Table 29: Do you want your child to go to college?

Response	Number of parents of high achieving students	Number of parents of low achieving students
Yes	15	10
We'll see when (s)he finishes high school	0	3
Probably can't afford it	0	2
No	0	1
Don't know	0	1

Table 30: Why do you want your child to go to college?

Response	Number of parents of high achieving students	Number of parents of low achieving students
To have a better future	4	9
To get a better education	3	3
It's our dream	3	0
It's the key to success	2	0
To get a good job	1	0
Because he wants to	1	0

The data reported in Table 31 suggest that the parents of migrant students are attempting to further their own academic development. Eleven parents from each group report that they are currently taking adult education or college level courses. The majority of these parents are taking English courses. The stated reasons for taking these courses differs between the parents of high achieving students and those of low achieving students. The majority of the former group report that they are

taking courses to be better able to help their children while the majority of those in the latter group state that their reasons are to get their residency papers.

Table 31: Are you currently taking adult education or college courses?

Response	Number of parents of high achieving students	Number of parents of low achieving students
Yes	11	11
No	4	6

SUMMARY

Study 2 has taken many of the factors identified in Study 1 and investigated them more closely within the context of a single elementary school district. Additionally, comparisons have been made between migrant and non-migrant students on a number of these factors and an analysis of the practices of academically successful migrant students and their parents has been performed.

Many of the findings of Study 1 have been validated by Study 2. Primarily, the positive role of parental participation, affective student characteristics, and bilingual education in the academic success of migrant students are highlighted in this context. Moreover, Study 2 has pointed out the shortcomings of the educational process in serving the needs of migrant students and their families.

Based on the results of Study 2, it is reasonable to assume that schools have yet to discover how to develop a connection between themselves and migrant students in general. Migrant students are significantly below non-migrant students -- not only on academic measures, but also on affective measures, teacher ratings, and parental participation in the educational process. The investigation of successful migrant students and their families has shown that it is possible for the school to make that connection with some students. Academically successful students are involved in extra-curricular school activities, study and do their homework, have parents who are involved in the educational process and have high academic expectations for their children.

The next section of this report will identify strategies, based on the results of Studies 1 and 2, that should improve the educational outlook for migrant students.

CONCLUSIONS

The following is a discussion of a number of strategies that could be undertaken by the school and/or migrant education program to improve the educational prospects for migrant students. These strategies are suggested by the data presented in this report and include parental involvement, staff training, student monitoring, counseling, tutoring, homework assistance, and extracurricular activities.

Parent Communication/Involvement

Parents of migrant students need to be acculturated to the meaning of parental involvement in education. By establishing open lines of communication between the home and the school, the school can convey to the parents its expectations for parental actions and assistance. These lines of communication should also serve to reduce any home-school tensions that may exist.

Good communication between the school and home is a very important part of the migrant students' educational process. It may be necessary to develop creative approaches to getting information home to the parents. One suggestion is a regular school newsletter which would be very beneficial in letting parents know about the general happenings and activities of the school. Of course, any information to be sent to the homes of migrant students should be translated into the appropriate home language.

In addition to receiving notices about school activities and their children's behavior, many parents would benefit from knowing what the school's academic expectations are and what they, as parents, can do to support the school and their children's education. It is apparent that many parents of migrant students are unsure of what the school expects or wants them to do in providing educational assistance to their children. Parents want to play a role in their children's education, but many don't have the necessary skills or simply don't know what is expected of them. Providing such information and the training required to implement what is learned should be a goal of the school and the migrant education program.

Parental participation in the educational process can take many forms. These may include the school working to increase the parents' valuation of education, informing parents about their children's progress and the school's activities, developing ways to establish parental involvement at the school, and improving parental skill in supporting students' learning at home.

Avenues and opportunities for instructional staff to involve the parents in their children's education should be explored. Parents can be encouraged to meet with staff, attend parent meetings, and come to back-to-school nights. The school should attempt to involve the parents in their children's education whenever possible.

Staff Training

The research of this project has suggested that migrant students benefit from school staff who are sensitive to the needs of the migrant population. Staff training activities should focus on increasing the awareness of school staff about the needs and characteristics of migrant students. Specific topics that could be considered include bilingual education; parental involvement; the role of self esteem, locus of control, and other affective factors; extra-curricular involvement; and the value of homework.

Student Monitoring

Schools and the migrant education program should provide close monitoring of student behavior and academic performance. This is especially important for foreign-born students who are not as familiar with the school environment. Many parents of migrant students believe that their children are more likely to succeed, academically and behaviorally, if someone at the school is there to keep the students on track.

As part of both the monitoring process and parent participation component, parents should receive immediate notification whenever problems with their children occur.

Somewhat similar to monitoring is maintaining complete and accurate information on the students, especially those students who are experiencing difficulties in school. Parents should be perceived as a significant source of information in this process. Parents can provide much information and insight into the students' performance or behavior in school.

Counseling Services

Counseling services, at both the elementary and middle school level, are recognized as an important source of support for students. Students need assistance in a number of areas, including dealing with peer pressure, improving social skills, developing better attitudes toward education, understanding academic expectations, and managing time. Migrant students, especially, need academic counseling to help them understand why they are in school and the implications that academic success has for their future academic and career choices. Moreover, counseling services may be especially helpful to the foreign born student when he/she is trying to adjust to a new educational system and understand what is expected of him/her.

A parent component should be a part of any counseling service offered to students. Parents can provide assistance in both understanding and addressing problem areas. They can provide insights into problem areas that may not be apparent to school staff. Additionally, problems need to be addressed in both the home and school environments. Parent participation is essential to the success of the counseling.

Parents can also benefit from contact and involvement with school counseling services. As stated previously, a number of parents don't know what is expected of their children in school or how they can assist their children in meeting these expectations. Counseling services could provide them with the knowledge and/or skills necessary to help their children succeed in school.

Tutor/Mentors

Many students need additional help with their schoolwork, beyond which teachers are able to provide in the classroom. Tutoring represents an excellent way to provide students with the additional assistance they need with their schoolwork. Peer tutoring is one cost-effective method of providing this service. One-to-one tutoring sessions would be especially helpful to those students who don't learn well in group settings.

A mentor system is also an option, especially given the number of school changes that migrant students experience. It would be beneficial to have migrant students mentor other migrant students who are new to the school by showing them around the school and explaining rules, procedures, and expectations.

Study Groups/Study Hall

Completing homework has been shown to be a significant factor in the educational success of migrant students. However, many migrant students don't have an appropriate place at home to complete their homework or anyone to help them if they problems. It would be very beneficial to providing opportunities for migrant students to complete their homework at school. A number of options are available. These include establishing after-school study groups, requiring specific study hall periods, and encouraging greater use of the library.

Establishing some type of structured group study sessions would have a number of advantages. First, it would provide a physical location in which homework could be completed, as some students do not have access to a place at home where they can do their homework without distractions. Second, an organized study session may provide the structure that many students need to complete their work. Third, students would have access to someone, such as a teacher, an aide, an assistant principal, or another student, to assist them with their homework if they need it.

Extracurricular Activities

Participation in extracurricular activities has long been viewed as positively related to a student's academic achievement. Participation in extracurricular activities will help the migrant student develop a sense of belonging to the school. For those students who have difficulty identifying with the academic goals of the school, participation in extracurricular activities may transform a weak relationship with the school into a strong bond.

The involvement of academically successful students in extracurricular activities is also important for contributing to well-rounded intellectual, social, emotional, and physical development. Extracurricular activities help children achieve social maturity and independence, provide incentives for going to school, help build self esteem, and expand knowledge.

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APPENDICES

MIGRANT EDUCATION DROPOUT PREVENTION STUDY - STUDENT DATA SHEET

SCHOOL_____ STUDENT_____

STUDENT CODE __/__/__/__/__/__

1. Birthdate month_____ year_____ (1) __/__/__/__

2. Gender _____ 1=female, 2=male (2) __

3. Ethnicity _____ 1=Amer. Ind., 2=Asian (3) __
   3=Pac. Isl., 4=Filipino
   5=Hispanic, 6=Black, non Hisp.,
   7=White, non Hispanic

4. Grade Placement _____ (K-12=0-12, respectively) (4) __/__

5. Reading Score Name of test _____ (5) __/__/__/__
   Test date _____, form_____, level_____
   Score_____, Type of score _____

6. Math Score Name of test _____ (6) __/__/__/__
   Test date _____, form_____, level_____
   Score_____, Type of score _____

7. Language score Name of test _____ (7) __/__/__/__
   Test date_____, form_____, level_____
   Score_____, Type of score _____

8. Attendance _____ days enrolled (8) __/__/__
   _____ days absent (9) __/__
   _____ days tardy (10) __/__/__

9. Number of disciplinary actions _____ (11) __/__
   Number of detentions _____ (12) __/__
   Number of parent conferences _____ (13) __/__
   Number of suspensions _____ (14) __/__

10. Number of years at this school _____ (15) __

11. Number of grades retained _____ (16) __

12. LAS level (1=nep, 2=lep, 3=fep) _____ (17) __

13. Migrant status (1=crnt, 2=crnt/frmr, 3=frmr) _____ (18) __

14. Real or projected GPA _____ (19) __/__/__

STUDENT CODE __/__/__/__/__/__

15.	Number of parents at home _____	(20)	__
16.	Family size _____ Number of adults _____ Number of children	(21) (22)	__/__ __/__
17.	Number of older siblings _____	(23)	__/__
18.	Number of younger siblings _____	(24)	__/__
19.	Number of younger siblings not in school _____	(25)	__
20.	Number of siblings who are dropouts _____	(26)	__/__
21.	Mother's occupation _____	(27)	__/__
22.	Father's occupation _____	(28)	__/__
23.	Health _____ poor=1, fair=2, good=3, excellent=4	(29)	__
24.	Physical size for age _____ Very small=1, small=2 average=3, large=4, very large=5	(30)	__
25.	Number of months with records on student _____	(31)	__/__/__
26.	Number of school changes during above time _____	(32)	__/__
27.	Months in current Migrant Ed. program _____	(33)	__/__
28.	Months in all Migrant Ed. programs _____	(34)	__/__/__
29.	Hours per week in following program services:		
	Migrant Education _____	(35)	__/__
	Title VII, bilingual _____	(36)	__/__
	Chapter 1 _____	(37)	__/__
	SIP _____	(38)	__/__
30.	L1 status (1=oth. lang., 2=Eng & oth, 3=Eng) _____	(39)	__

SCHOOL CLIMATE SURVEY

INTRODUCTION:

This purpose of this survey is to provide your school and the Migrant Dropout Prevention Project of the Santa Clara County Office of Education with an objective assessment of various factors that characterize your school.

INSTRUCTIONS:

PLEASE DO NOT MARK THE SURVEY.
All responses are to be recorded on the supplied answer sheet.

1. Write the name of your school in the space provided for "NAME OF SCHOOL".

2. Each question has five (5) possible responses. Record your answer by circling the appropriate response on the answer sheet. Please be sure the number of your response corresponds to the number of the question.

   The response categories for each item are:

   A = STRONGLY DISAGREE
   B = DISAGREE
   C = UNSURE
   D = AGREE
   E = STRONGLY AGREE

3. Although some questions may seem to warrant a yes-no response, the categories allow you to indicate the intensity of your feeling in relation to the question.

4. Your perceptions, based on your experience in the school, are important. The survey administrator will answer procedural questions, but it is your interpretation of each question that is significant.

5. The survey will take approximately 15 minutes.

THANK YOU

STRONGLY DISAGREE	DISAGREE	UNSURE	STRONGLY AGREE	AGREE
A	B	C	D	E

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1. Our school's educational goals are consistent with the goals adopted by the superintendent and the school board.
2. The school building is well maintained - clean and comfortable.
3. The administration is active in securing resources for the instructional program at the school.
4. Teachers believe that all students are capable of mastering basic skills in each subject area.
5. I make sure my students master the skills being taught before moving on to new material.
6. Sufficient time each day is allocated for instruction.
7. Teachers provide prompt feedback to students regarding their classroom activities/accomplishments.
8. There is strong parent participation and support of the school's program.
9. Independent student seat work is monitored by the teacher or aide.
10. Extracurricular activities are an extension of the school's educational program.
11. The purpose or mission of the school is understood by all school personnel.
12. The environment of this school is conducive to learning.
13. After classroom observations by an administrator, teachers are provided with constructive suggestions.
14. Expectations for learning and behavior are communicated in my classroom so that students know the standards for quantity and quality of work.
15. Teachers provide activities that require students to use problem solving and critical thinking skills.
16. A high percentage of classroom time is spent on learning activities.

STRONGLY DISAGREE	DISAGREE	UNSURE	STRONGLY AGREE	AGREE
A	B	C	D	E

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17. The school's testing and evaluation program is coordinated with instructional planning.

18. Parents receive information on a regular basis about their childrens' progress in school.

19. Special instructional programs for individuals or small groups of students during regular classroom time are coordinated with the regular classroom program.

20. Teachers are cooperative and supportive of each other.

21. Our school's educational goals are used to provide direction to instructional programs.

22. The school has clear and consistent rules.

23. At this school there is an ongoing, effective staff development program.

24. There is an attitude in this school of expecting all work to be "well done."

25. Teachers are knowledgeable about the content of the subjects that they teach.

26. There are few interruptions during instructional time in my classroom.

27. Students and parents are informed of the scores students generate on standardized tests.

28. Parents are given opportunities to provide their views about the school's educational programs.

29. Parents' input is used for decisions affecting school programs.

30. Teachers are recognized and rewarded for practicing effective teaching strategies.

31. Teachers in this school stress academic achievement as the most important priority for their students.

32. Students seem to enjoy being in school.

STRONGLY DISAGREE	DISAGREE	UNSURE	STRONGLY AGREE	AGREE
A	B	C	D	E

---

33. The principal ensures that instructional issues are presented and discussed at staff meetings.

34. Teachers treat students in ways which emphasize success rather than ways that focus on failures or shortcomings.

35. Textbooks and other curriculum materials are selected on the basis of how well they support the educational goals of the school.

36. Noninstructional matters are handled routinely and efficiently in my classroom.

37. Student classroom activities are assessed on a regular basis by teacher or aide.

38. Parents are asked by school personnel to participate in school functions and activities.

39. The parent organization at this school is considered important by the staff.

40. Students in this school receive high grades only when they have demonstrated high achievement.

41. Students are serious about their education.

42. Students in this school abide by the rules.

43. Teachers can count on school administrators to help with instructional concerns or problems.

44. All students are given opportunities to assume leadership and/or responsibility.

45. Teachers demonstrate a variety of teaching methods to match learning objectives and student abilities.

46. There is very little disruptive student behavior in my classroom.

47. Teachers use homework assignments as a means to monitor student mastery of both skills and concepts.

SCHOOL _____ STUDENT _____

MIGRANT STUDENT DROPOUT PREVENTION PROJECT: STUDENT DATA SHEET

Student Code __/__/__/__/__/__

Please use the following key to answer the items below:

A great deal less than average	Less than average	About the same as average	More than average	A great deal more than average
1	2	3	4	5

1. Student participates in extracurricular activities. ____
2. Student participates in community activities. ____
3. Student interacts with peer group. ____
4. Student displays social maturity with members of the same sex. ____
5. Student displays social maturity with members of the opposite sex. ____
6. Student is popular with peer group. ____
7. Student displays interest in learning ____
8. Student is attentive in class. ____
9. Student regularly completes schoolwork. ____
10. Student uses leisure time in ways which enhance education. ____
11. Student is absent from school. ____
12. Student is a behavioral/discipline problem. ____
13. Student's parent(s) are supportive of the student graduating from high school. ____
14. Student's parent(s) encourage the student to come to school. ____
15. Student's parent(s) believe that education is valuable. ____

ELEMENTARY SCHOOL SURVEY

The purpose of this activity is to get your ideas about things that go on in your school.

DIRECTIONS

PLEASE DO NOT MARK THE BOOKLET
All answers should be marked on the answer sheet. Use a number 2 pencil.

1. Find the place on your answer sheet for your name. Print your name, last name first, in the boxes. Put only one letter in each box. Under each letter of your name blacken in the bubble that matches the letter.

2. When answering the questions, use the following key:

STRONGLY AGREE	AGREE	UNSURE	DISAGREE	STRONGLY DISAGREE
A	B	C	D	E

   Choose only one answer for each question. When you have chosen your answer, blacken in the bubble on the answer sheet that goes with your answer. Use a number 2 pencil and blacken in the bubble completely. Make sure that the number on the answer sheet matches the number of the question that you are answering.

3. Please ask if you have any questions about how to fill out the answer sheet. We are interested in your ideas, so please answer the questions according to how you think they should be answered.

THANK YOU

1. School rules are clearly explained to students.
2. When I do something wrong, there is very little I can do to make it right.
3. I can learn more by going to high school than by working four years.
4. I have trouble doing all my school work because I have a job after school.
5. I waste a lot of time in class when I should be doing my schoolwork.
6. I usually have homework to do on every school night.
7. Students treat teachers with respect.
8. My parents have a lot of books and magazines at home.
9. My parents expect me to go to college.
10. Most of my teachers try to get me to work hard in class.
11. My parents usually come to school activities.
12. I have been suspended from school.
13. When someone is mean to me, it is usually for no reason at all.
14. Good things usually happen to me when I work hard.
15. I believe that it is important to follow school rules.
16. If some of my friends decided to skip school, I would skip school with them.
17. Education will help me to get a good job.
18. I feel safe when I come to school.
19. My teachers grade class work and homework and return the papers to me.
20. Homework is usually about something covered in class.
21. If I try my best, things will usually turn out all right.
22. I believe that I am an important part of the school.
23. I read books for pleasure.
24. The teachers in this school really care about students.
25. It is easy to get my friends to do what I want them to do.

26. My parents talk to someone at school if they are worried about my school work.

27. I can read very well.

28. I have gotten in trouble in school during the past year.

29. It is useless for me to try hard in school because most other kids are smarter than I am.

30. I believe that if someone studies hard enough he or she can pass any subject.

31. Students break school rules because they know that nothing will happen to them.

32. I like most teachers at this school.

33. What students are taught in school will help them later.

34. I have trouble doing all my school work because I have to help at home.

35. There is a lot of stealing by students at school.

36. I have trouble paying attention in class because it is so noisy.

37. Teachers give me extra help when I have trouble with my school work.

38. I take part in many school activities like sports and clubs.

39. My parents expect me to finish high school.

40. Usually I know how well I am doing in class.

41. Teachers talk to parents when a student has a problem.

42. Once in awhile, I skip school.

43. Most of the time it doesn't pay to work hard because things never turn out right anyway.

44. Whether or not someone likes me depends on how I act.

45. If I had a problem, I would talk to a teacher.

46. I like school.

47. I believe the school rules are fair.

48. My teachers make sure that I have learned something before they move on to something new.

49. Students are rewarded for good school work.

50. I am doing as well in school as I can.

51. If another kid my age decides to hit me, there is little I can do to stop him or her.

52. If I had a problem, I would talk to a friend.

53. There are many fights between students at school.

54. My grades stay the same no matter how hard I work.

55. This school makes students want to learn.

56. I plan to go to college.

57. I think that one of the best ways to handle most problems is just not to think about them.

58. My teachers expect me to get good grades on school work.

59. My parents know how well I am doing in school.

60. I take part in a lot of activities outside of school like scouts, music or dance lessons, and local sports groups.

61. I plan to finish high school.

62. There are special classes for students who have trouble with their school work.

63. I can usually get what I want if I just keep trying.

64. Students are rewarded for doing well in sports, art, or music.

65. Most of my teachers grade fairly.

66. I do very well in most of my subjects at school.